

# **Pearson Edexcel Level 1 Award in Money and Finance Skills**

# **Pearson Edexcel Level 2 Award in Money and Finance Skills**

## **Specification**

BTEC Specialist qualifications

First teaching September 2010

Issue 3

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Edexcel Level 1 Award in Money and Finance Skills (QCF)

Edexcel Level 2 Award in Money and Finance Skills (QCF)

The QNs remain the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

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## Summary of Pearson Edexcel Level 1 Award in Money and Finance Skills

### Pearson Edexcel Level 2 Award in Money and Finance Skills specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
Guided learning definition updated	Section 12
QCF references removed from unit titles and unit levels in all units	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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## Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.





# 1 Introducing BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification Title	Pearson Edexcel Level 1 Award in Money and Finance Skills
Qualification Number (QN)	500/8224/3
Date registrations can be made	1st September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	58
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson Edexcel Level 2 Award in Money and Finance Skills
Qualification Number (QN)	500/8258/9
Date registrations can be made	1 <sup>st</sup> September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	6
Assessment	Centre devised assessment
Total Qualification Time (TQT)	60
Guided Learning Hours	58
Grading Information	The qualifications are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> )

## Qualification title and Qualification Number

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Objective of the qualifications

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The Pearson BTEC Level 1 and Level 2 Awards in Money and Finance have been developed to give learners an opportunity to:

- engage in learning that is relevant to them and which will allow them to develop a range of skills and techniques, personal skills and attributes essential for successful performance in daily life.
- develop skills in managing their personal finances in order to be financially secure
- achieve a nationally-recognised qualification
- progress to related general and/or vocational qualifications.

## Progression opportunities through Pearson qualifications

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The intended destinations for learners successfully achieving these qualifications include:

- qualifications at Level 1, 2 or 3 which are designed to develop the learner's personal skills such as the Pearson Edexcel Level 1 Award in Personal and Social Development, the Pearson BTEC Level 1 Award in WorkSkills, the Pearson BTEC Level 2 Award/Certificate in WorkSkills or the Pearson BTEC Level 3 Award/Certificate in WorkSkills
- Level 1 vocational qualifications such as the Pearson BTEC Level 1 Award/Certificate/Diploma in Business Administration
- Level 2 vocational qualifications such as the Pearson BTEC Level 2 Certificate/Extended Certificate/Diploma in Business
- Level 3 vocational qualifications such as the Pearson BTEC Level 3 Certificate in Personal and Business Finance or the Pearson BTEC Level 3 Extended and Subsidiary Diploma in Business.

## Industry support and recognition

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These qualifications have been developed in partnership with the Nationwide Building Society who have developed Nationwide Education which seeks to be a comprehensive and engaging resource. It is freely available at [www.nationwideeducation.co.uk](http://www.nationwideeducation.co.uk) and helps young people and adults develop life skills to manage their money effectively and responsibly.

## 3 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

### General resource requirements

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- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

## 4 Qualification structures

### Pearson BTEC Level 1 Award in Money and Finance Skills

The learner will need to meet the requirements outlined in the table below before Pearson can award the Level 1 Award in Money and Finance.

Minimum number of credits that must be achieved	6
Minimum number of credits that must be achieved at level 1 or above	6
Number of mandatory units that must be achieved	4
Number of optional units that must be achieved	2

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
1	Y/600/9316	Money Matters for Career Planning	1	1	10
2	D/600/9317	Managing Money Matters	1	1	10
3	H/600/9318	Support with Money Matters	1	1	10
4	K/600/9319	National and Global Money Matters	1	1	10
Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
5	F/501/5942	Planning an Enterprise Activity*	1	1	10
6	F/501/5939	Running an Enterprise Activity*	1	1	10
11	L/600/9300	Using Money Abroad	2	1	10
12	Y/600/9302	Using Money to Help Others	2	1	10
13	R/600/3417	Economic and Business Understanding	2	1	8
14	A/501/6300	Planning an Enterprise Activity*	2	1	10
15	H/501/6114	Running an Enterprise Activity*	2	1	10

\* Learners may take units 5 and 14 at either Level 1 or Level 2; they may not take these units at both levels.

\* Learners may take units 6 and 15 at either Level 1 or Level 2; they may not take these units at both levels.

## Pearson BTEC Level 2 Award in Money and Finance Skills

The learner will need to meet the requirements outlined in the table below before Pearson can award the Level 2 Award in Money and Finance.

Minimum number of credits that must be achieved	6
Minimum number of credits that must be achieved at level 2	6
Number of mandatory units that must be achieved	4
Number of optional units that must be achieved	2

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
7	L/600/9295	Working and Earning	2	1	10
8	D/503/5504	Saving and Spending	2	1	10
9	D/600/9298	Borrowing Money and Managing Risk	2	1	10
10	H/600/9299	Using Methods of Payment	2	1	10
Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
11	L/600/9300	Using Money Abroad	2	1	10
12	Y/600/9302	Using Money to Help Others	2	1	10
13	R/600/3417	Economic and Business Understanding	2	1	8
14	A/501/6300	Planning an Enterprise Activity	2	1	10
15	H/501/6114	Running an Enterprise Activity	2	1	10

## 5 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (eg performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13*. Further information and useful publications.

## 6 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)



## 7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Pearson Edexcel Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Pearson Centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

### Approvals agreement

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

## 9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

## 10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

# 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Pearson Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Pearson Edexcel NVQ Qualifications*.

The documents are on our website at [qualifications.pearson.com](http://qualifications.pearson.com)

# 12 Units

Units have the following sections.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate.

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## Credit value

When a learner achieves a unit, they gain the specified number of credits.

## Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## Unit aim

This gives a summary of what the unit aims to do.

## Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Edexcel to offer the qualification.

## Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

# Level 1 Units



# **Unit 1: Money Matters for Career Planning**

**Unit reference number: Y/600/9316**

**Level: 1**

**Credit value: 1**

**Guided learning hours: 10**

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## **Unit aim**

The aim of this unit is for learners to develop knowledge and understanding of how career choice affects earnings. Different ways in which individuals are paid, and deductions made to earnings, are explored.

## **Unit introduction**

Appreciation of how different careers have an impact on financial security is an essential component of career planning. Learners need to develop an understanding of how decisions about careers may be influenced by potential earnings. It may be difficult to recognise, as a young person, that career decisions have significant consequences for future economic wellbeing. Consideration of these issues will help learners to gain the confidence to make informed choices about their options and possible progression routes in relation to their financial security and stability.

For learning outcome 1, learners investigate different ways in which earnings are calculated and consider the deductions that are made to earnings.

The ways that career choice can affect financial security and stability are explored in learning outcome 2.

For learning outcome 3, learners investigate qualifications and earnings for their career preferences.

## **Essential resources**

Learners will need access to an interactive whiteboard and/or individual PCs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how earnings are calculated	1.1	Describe differences in ways individuals are paid	<ul style="list-style-type: none"> <li>□ <i>Earnings</i>: salary eg annual amount, paid monthly, holiday pay, sick pay, maternity/paternity pay, sometimes bonuses are paid, sometimes pay or time off for overtime; wages eg daily/ weekly payment for work, extra pay for working overtime; minimum wage</li> </ul>
		1.2	Outline information about deductions made from earnings	<ul style="list-style-type: none"> <li>□ <i>Calculation of earnings</i>: gross pay; net pay; deductions eg National Insurance, income tax, company pension</li> </ul>
		1.3	Calculate take-home pay for different earnings	
2	Understand how career choice affects personal finance	2.1	Explain how career choice affects financial stability	<ul style="list-style-type: none"> <li>□ <i>Careers</i>: careers requiring qualifications and training are generally paid more eg doctor, accountant; careers where earnings rise with experience eg teaching, police force; some jobs offer bonuses or commission for high performance eg sales; careers which offer job security eg nursing, civil service; careers which are insecure eg acting, sport; self-employment; temporary employment</li> </ul>
3	Know qualifications and earnings for career choices	3.1	Describe qualifications and earnings for preferred careers	<ul style="list-style-type: none"> <li>□ <i>Qualifications</i>: academic eg GCSEs, A levels, degree; occupational eg BTEC, vocational degree eg nursing, pharmacy; on-the-job training eg apprenticeship</li> <li>□ <i>Earnings</i>: pay during training, pay structure</li> </ul>

## Information for tutors

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### Delivery

A variety of creative delivery methods can be used to engage learners with the unit content and make it meaningful to them. Discussion and debate are useful ways to introduce dilemmas about career choices in relation to financial security and to consider learners' choices and decisions. Case studies, simulations, scenarios, role play and drama in the context of individual personal life and the world of work can be used to link learning to life outside the school or college and make connections between individual subjects and the whole curriculum. Tutors will be able to support learners as they research information, assess its relevance, explore scenarios, make decisions, solve problems, work independently and in groups, and learn from each other. The use of interactive resources, such as quizzes and games, which learners can play alone, in pairs and in groups are activities which learners find stimulating and engaging and provide opportunities for consolidating learning.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Tutor-led discussion – different ways earnings are paid.

Activity – in pairs, learners analyse case studies of wage earners and salaried workers. What are the advantage and disadvantages of being paid salary or a wage? Feed back to whole class.

Activity – learners research occupations to identify which are salaried and waged.

Activity – learners analyse pay slips to identify deductions.

Activity – in pairs learners carry out research to prepare a leaflet to inform young people starting work for the first time about income tax and National Insurance deductions from their earnings including how much may be deducted and why deductions are made.

Tutor demonstration of how to calculate Income Tax and National Insurance deductions from earnings.

Activity – learners calculate deductions from real jobs advertised in local newspaper or on the Jobcentre website.

Assessment – learners record differences in how individuals are paid, deductions made to earnings, calculations of take home pay for different earnings. (Learning outcome 1)

## Topic and suggested assignments/activities

Activity – learners choose a famous person and research their earnings using the internet, eg singers, film actors, professional sportspeople, politicians, bankers. Feed back answers to whole class for discussion. How stable is their income?

Tutor-led discussion of different situations affecting earners, eg 'What would happen if a professional footballer was unable to play through permanent injury?', 'Do career decisions include an element of risk taking?'

Activity – learners analyse different case studies of, eg hairdresser, electrician, chef, nurse, vet, police officer to compare training, starting wage and possibility of earnings progression. Feed back to group.

Activity – paired work to investigate how careers and trends in employment have changed and how salaries in the past compare with those today. Prepare questions to interview relatives. Feed back results of investigations/interviews to group.

Assessment – record how career choice affects financial stability. (Learning outcome 2)

Activity – tutor-supported individual research to explore and compare qualifications and earnings of different career choices. Learners prepare a PowerPoint presentation and present their findings to the group.

Assessment – describe qualifications and earnings for preferred careers. (Learning outcome 3)

Assessment feedback, review and evaluation of unit.

## Assessment

Assessment criteria 1.1, 1.2 and 1.3 can be combined into one assessment task.

For 1.1, learners will need to give clear details about how a wage earner and a salaried employee are paid to include similarities and differences. Examples may be given of one wage earner and one salaried earner to support the response. The information can be displayed in a table format.

For 1.2, brief information will need to be given about what is deducted from earnings and why these deductions are made. This could be assessed through a question and answer session with the tutor (with signed witness statement) or through completion of a work sheet or pro forma. The examples used for 1.1 may also be used for this criterion.

Assessment criterion 1.3, requires learners to show how the net earnings of two employees are calculated from their gross pay. The take home pay of the earners used as examples for 1.1 may be calculated.

For 2.1, learners will need to give reasons why career choices affect financial stability. Evidence could be from an oral presentation of two different case studies supported with a statement from the tutor that learners have provided all the evidence needed for the assessment criterion. Alternative methods to present the evidence are question and answer sessions with signed witness statements, or completion of a work sheet.

To meet assessment criterion 3.1, learners will need to consider two different career choices which interest them and give clear details of the qualification needed and

earnings for each. This will need to include relevant information about earnings/income when training, starting salary and earnings on progression. Evidence for this may be presented as PowerPoint slides. Alternative methods may be used to present the evidence.

### **Suggested resources**

Learners will need access to an interactive whiteboard and/or individual PCs.

#### **Books**

*Guidance on Financial Capability in the secondary curriculum: Key Stage 3 and 4* (DCSF, 2008) DCSF Reference: 00645-2008

*My Money PSHE Education Teacher Handbook* (PFEG, 2009) via [TES.co.uk/Teaching-resource/my-money-pshe-education-teacher-handbook-6089524](http://TES.co.uk/Teaching-resource/my-money-pshe-education-teacher-handbook-6089524)

#### **Other**

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheets:

- FA1: *Earning Money*
- FA3: *Careers*

Interactive activity:

- Money Matrix
  - Finance finder
  - Pay Packets

Work Sheets:

- WA1: *Earning Money*

## Websites

<a href="http://www.direct.gov.uk/en/MoneyTaxAndBenefits/Taxes/BeginnersGuideToTax">www.direct.gov.uk/en/MoneyTaxAndBenefits/Taxes/BeginnersGuideToTax</a>	Government website – provides information on income tax and National Insurance
<a href="http://www.jobcentreplus.gov.uk">www.jobcentreplus.gov.uk</a>	Jobcentre Plus – provides advice on finding a job
<a href="http://www.moneymakesense.co.uk">www.moneymakesense.co.uk</a>	Citizens Advice Bureau website – provides teaching materials to help with financial literacy at Key Stages 3 and 4
<a href="http://www.mymoneyonline.org">www.mymoneyonline.org</a>	Mymoney – provides resources and activities for teaching financial capability, includes online game about how financial decisions can affect careers
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.pfeg.org">www.pfeg.org</a>	Personal Finance Education Group – provides teaching resources
<a href="http://www.rbsmoneysense.co.uk">www.rbsmoneysense.co.uk</a>	MoneySense Royal Bank of Scotland resources to support young people aged 11-18 in learning to manage their personal finances
<a href="http://www.taxmatters.hmrc.gov.uk">www.taxmatters.hmrc.gov.uk</a>	HM Revenue and Customs interactive site – provides modules exploring how and why tax is paid and lesson plans for tutors

## **Unit 2: Managing Money Matters**

**Unit reference number: D/600/9317**

**Level: 1**

**Credit value: 1**

**Guided learning hours: 10**

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### **Unit aim**

The aim of this unit is for learners to develop knowledge and understanding of how to manage their finances through planning a personal budget. Learners will explore ways of paying for goods and services and of making savings.

### **Unit introduction**

A survey conducted by the Personal Finance Education Group (pfeg) revealed that more than half of teenagers were in debt to friends or families. Opportunity, peer pressure and media influence are all contributing factors. However, the survey also showed that being involved in making financial decisions helps young people and adults to feel more in control of their lives. Helping young people and adults to understand their attitudes and behaviours towards finance, as well as learning the jargon and knowing about financial products, is integral to this. This unit aims to develop learner knowledge and skills in these key areas to enable individuals to manage a personal budget and identify the savings they can make.

For learning outcome 1, learners explore different ways of paying for goods and services.

Reasons and ways to save are investigated in learning outcome 2.

For learning outcome 3, learners can prepare a personal budget and consider ways in which they make savings.

### **Essential resources**

Learners will need access to an interactive whiteboard and/or individual PCs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to pay for goods and services	1.1	Describe ways to pay for different goods and services	<ul style="list-style-type: none"> <li>□ <i>Forms of payment:</i> cash – easy for small items, accepted by most retailers, easy to monitor spending, can be lost; cheques – not available to under-16s, safe, can be posted, take time to clear, can bounce; cash card – used in Automated Teller Machines (ATMs) to get cash out of bank/building society account, need a Personal Identification Number (PIN), available at 11 years of age from some banks/building societies; debit card – used instead of cash, can draw money at ATM, needs a PIN, can pay for goods in shops, money taken directly out of account; direct debit and standing orders</li> <li>□ <i>Borrowing to pay for goods and services:</i> credit card eg used instead of cash, payment made every month, credit limit, minimum monthly payment, interest charged on unpaid amount, difficult to keep track of spending, available at 18 years of age; store card eg credit card for that store only, minimum monthly payment, higher rate of interest than credit cards</li> </ul>
2	Understand saving	2.1	Explain reasons to save	<ul style="list-style-type: none"> <li>□ <i>Reasons to save:</i> for an emergency; to buy large items; for a holiday; for higher education; for a pension; for peace of mind</li> </ul>
		2.2	Review methods of saving	<ul style="list-style-type: none"> <li>□ <i>Methods of saving:</i> saving accounts eg National Savings, bank/building society accounts; in daily life eg walk or cycle, saver tickets, mobile phone deals; clothes eg markets or charity shops, sales; entertainment eg 2 for 1 offers, borrow DVDs from library; food eg buy own brands, drink tap water, packed lunch</li> </ul>
3	Be able to plan a personal budget	3.1	Present a personal budget for a month	<ul style="list-style-type: none"> <li>□ <i>Budgeting:</i> income eg from earnings, gifts, pocket money, interest on savings; expenditure eg spending on essential needs, luxury items; keep ongoing records</li> </ul>
		3.2	Identify ways savings can be made in a personal budget	



## Delivery

Tutors have the opportunity to use a wide range of active learning methods and to tailor them to the particular interests of learners. Relevant and meaningful tasks which involve learners in discussion and debate are motivating and contribute to the development of the skills needed to make positive choices and anticipate problems before they arise. However, it is particularly important to be aware of the needs of individuals and their social or cultural background as issues with money and personal finance may be sensitive for some learners. Developing ground rules with learners to encourage constructive discussion and the promotion of respect, courtesy and understanding is an effective way to avoid problems. Activities such as role play, case studies and analysis of videos/DVDs, are distancing techniques which enable sensitive discussion of money issues. Activities for the interactive whiteboard including quizzes and games, which learners can play alone, in pairs and in groups, provide effective depersonalised learning opportunities.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – learners devise a questionnaire to interview family members about payment methods they use and reasons for their choice. Feed back questionnaire results to whole group for discussion.

Activity – group activity – learners draw up table of advantages and disadvantages of each payment method.

Activity – paired research – which credit card offers the best deal? Present findings to whole group to compare results.

Activity – dramatisation of situations advising a friend about the best method to use to pay for different items.

Activity – paired work. Analysis of case studies. Did the individuals in each case study choose the best payment method?

Assessment – record ways to pay for different goods and services. (Learning outcome 1)

Activity – tutor poses a hypothetical question. You have been given £5000. What would you do with the money? Tutor-led discussion to explore needs and wants and explore the concept of saving.

Activity – paired work – learners investigate the differences between needs, wants and demands through listing what they would need and want to survive on a desert island.

## Topic and suggested assignments/activities

Activity – paired work – analysis of case studies to explore the impact of saving on individuals, eg a learner unable to find part-time work so she can afford to complete her course, student needing funds to buy professional knives for a catering course. Tutor-led group discussion to consider the consequences for individuals in the case studies of borrowing money.

Activity – competition. Groups challenged to think up money saving tips in relation to the home, travelling, entertainment and clothing. Make posters to display in the school or college (cross-curricular link to sustainability).

Activity – investigate the cost of travel in the local area and how money could be saved eg the cost of daily bus or train tickets compared with weekly, monthly or yearly travel passes, how often someone would need to travel in order to save money with the various passes.

Activity – list situations where money and/or resources are wasted as a result of poor financial decisions, eg someone buying more food than they can use and throwing some away. Feed back for whole-class discussion.

Activity – guest speaker from a financial organisation to discuss saving products.  
Activity – individual research into savings products to identify a product to suit own needs.

Assessment – record reasons to save and methods of saving. (Learning outcome 2)

Activity – tutor input. What documents do you need?

Activity – paired work using simulated finance documents, extract information about expenditure of individuals.

Activity – tutor demonstration of completing a budget sheet.

Activity – worksheet.

Activity – group work – budgeting challenge. Use case studies to plan the management of individuals' finances in order to meet their needs without incurring debt.

Activity – individual work – prepare own budget and identify savings.

Assessment – record personal budget and how savings can be made. (Learning outcome 3)

Assessment feedback, review and evaluation of unit.

## Assessment

Assessment criterion 1.1 requires learners to give clear details about how to pay for different goods and services. Appropriate payment methods for at least four different goods and services will need to be given. Evidence may be provided in response to case studies.

For 2.1, learners must give at least four different reasons for saving.

Evidence for 1.1 and 2.1 could be produced through question and answer sessions with the tutor, with a signed witness statement, or through completion of a work sheet.

2.2 requires learners to consider ways in which savings can be made. To meet this criterion learners will need to include information about savings accounts and savings in daily life. Evidence may be produced in response to case studies.

For 3.1, learners must provide evidence of their own budget for a month to include all income and expenditure and the balance.

3.2 requires learners to give three ways in which they could make savings in their personal budget.

## Suggested resources

### Books

*Guidance on financial capability in the secondary curriculum: Key Stage 3 and 4* (DCSF, 2008)

*My Money PSHE Education Teacher Handbook* (PFEG, 2009) via [TES.co.uk/teaching-resource/my-money-pshe-education-teacher-handbook-6089524](http://TES.co.uk/teaching-resource/my-money-pshe-education-teacher-handbook-6089524)

### Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheets:

- FB1-FB4: *Forms of Payment*
- FB6: *Financial Services*
- FB8: *Personal Finance Documents*
- FB9: *Budgeting*
- FB10: *Money Saving Tips*

Work Sheets:

- WA2: *Spending Money*
- WB1: *Forms of Payment*
- WB4: *Budgeting Activities*
- WB6: *Money Throughout our Lives*

## Websites

<a href="http://www.direct.gov.uk/en/YoungPeople/Money/index.htm">www.direct.gov.uk/en/YoungPeople/Money/index.htm</a>	Government website – provides information on saving for young people
<a href="http://www.doughuk.com">www.doughuk.com</a>	Dough UK – provides information about personal finance for young people
<a href="http://www.islamic-banking.com">www.islamic-banking.com</a>	Institute of Islamic Banking and Insurance – information on the principles of Islamic finance
<a href="http://www.moneybasics.co.uk">www.moneybasics.co.uk</a>	Independent money information website
<a href="http://www.moneymakesense.co.uk">www.moneymakesense.co.uk</a>	Citizens Advice Bureau website – provides teaching materials to help with financial literacy at Key Stages 3 and 4
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.pfeg.org">www.pfeg.org</a>	Personal Finance Education Group – provides teaching resources
<a href="http://www.rbsmoneysense.co.uk">www.rbsmoneysense.co.uk</a>	MoneySense Royal Bank of Scotland resources to support young people aged 11-18 in learning to manage their personal finances

## **Unit 3: Support with Money Matters**

**Unit reference number: H/600/9318**

**Level: 1**

**Credit value: 1**

**Guided learning hours: 10**

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### **Unit aim**

The aim of this unit is for learners to develop knowledge and understanding of the financial support available for those unable to work. The concept of debt is explored and learners will consider responsible borrowing and support for debt management.

### **Unit introduction**

It is essential for young people and adults to know about financial benefits which relate to their personal situations, as well as those beyond their immediate experience, to inform decision making about their learning options and progression routes. The ability to manage debt contributes to mental wellbeing as well as physical health, and understanding how to borrow money responsibly, avoid unnecessary debt and how to seek help and advice is integral to this.

For learning outcome 1, learners explore financial support available for learners. The benefits available for people who are not working are investigated.

For learning outcome 2, reasons for borrowing money are considered and ways of borrowing money for expensive items are investigated. Support available to help individuals manage debt is also explored.

### **Essential resources**

Learners will need access to an interactive whiteboard and/or individual PCs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know financial benefits available for designated groups of people	1.1	outline financial support for students	<ul style="list-style-type: none"> <li>□ <i>Student support</i>: student loans; student grants; awards eg bursaries, scholarships; Education Maintenance Allowance; student card; course grants eg for fees, travel, books</li> </ul>
		1.2	identify financial support for people unable to work	<ul style="list-style-type: none"> <li>□ <i>Designated groups</i>: people who may be unable to work eg those with disabilities, those with long-term health problems; those on low incomes</li> <li>□ <i>Benefits</i>: Jobseeker's Allowance; Employment and Support Allowance; Disability Living Allowance; Carer's Allowance; Housing Benefit; Child Benefit</li> </ul>
2	Understand debt management	2.1	explain reasons for planned borrowing	<ul style="list-style-type: none"> <li>□ <i>Borrowing money</i>: planned borrowing eg to buy expensive items (house, car, washing machine), to buy items which are long lasting; unplanned eg spontaneous purchases, in response to 'buy now, pay later'</li> </ul>
		2.2	outline ways to borrow money for expensive items	<ul style="list-style-type: none"> <li>□ <i>Ways to borrow money</i>: mortgages; secured loans; unsecured loans; credit cards; store cards; hire purchase; overdrafts; catalogue shopping</li> </ul>
		2.3	identify sources of support for managing debt	<ul style="list-style-type: none"> <li>□ <i>Support for debt management</i>: bank; building society; Citizens Advice Bureau; independent financial adviser</li> </ul>

## Delivery

Borrowing money may be a sensitive issue for some learners and it is important to be aware of the needs of individuals and their social or cultural background when planning activities. Learners may need help from tutors or other learners in understanding cultural differences in relation to money and the wide range of values that different people hold regarding personal finance. Explanations of how different cultures regard and use money can also be an excellent stimulus for discussion and can increase understanding between learners from varied backgrounds. Starting with learners' own interests and areas of concern about personal finance will engage learners. Case studies, simulations, scenarios, role play and drama using contexts which are relevant to young people and adults, supported with discussion and debate, are effective activities in addressing attitudinal change, which is particularly relevant to this unit. Guest speakers from organisations such as Citizens Advice Bureau will challenge assumptions and stereotypes by learning how individuals can overcome social disadvantage. Activities for the interactive whiteboard including quizzes and games, which learners can play alone, in pairs and groups, are activities which learners find stimulating and provide opportunities for consolidating learning.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – small-group work – learners research benefits available to students in different case studies and present findings to the group. Tutor-led discussion about possibilities of part-time work, working in school or college holidays, ways to budget.

Activity – each learner prepares a questionnaire to interview a student in further or higher education about the support they receive and how they manage their finances. Compile questionnaire results of whole class.

Activity – guest speaker – volunteer from the local Citizens Advice Bureau. Learners prepare questions to ask about allowances and benefits.

Activity – role play working in an advice centre providing advice for different customers about benefits.

Assessment – record financial support for students and for people unable to work. (Learning outcome 1)

## Topic and suggested assignments/activities

Tutor-led discussion about reasons for borrowing money.

Activity – analysis of advertisements – magazines and TV adverts which encourage and persuade buying on credit, followed by discussion about how people may be enticed to borrow for items they do not need or still be paying for items after they are broken or worn out, eg clothes.

Activity – paired research into ways to borrow £3000 to buy a car. How much interest is paid? How long does it take to pay for the car? What is the overall price paid for the car? Present findings to the group. Compare results and agree on best methods for individuals in different circumstances.

Activity – analysis of case studies of individuals who have debt problems. Feed back to whole class to discuss implications for emotional and physical health. Whole-class discussion about what could have prevented the debt situation.

Activity – small-group work– learners given information on sources of advice about debt then make a 30-second 'TV commercial' about one of them to show to the whole class.

Activity – guest speaker – volunteer from Citizens Advice Bureau to speak about ways to help people manage debt.

Assessment – record reasons for borrowing money and ways to borrow money for expensive items and sources of support for managing debt. (Learning outcome 2)

Assessment feedback, review and evaluation of unit.

## Assessment

Learners should be encouraged to select the designated groups of people on which the assessment is based, with guidance. These could be based on learners' own circumstances if they wish, although tutors should be sensitive of the need for confidentiality and case studies can be used.

Assessment criteria 1.1 and 1.2 could be combined into one assessment task. Learners could provide the evidence required in response to case studies.

For 1.1, learners will need to give brief, clear details about at least four different financial benefits students may receive and the circumstances in which they apply.

1.2 requires learners to identify at least three different benefits available to people who are not working.

For 2.1, learners will need to give at least two reasons why an individual may plan to borrow money.

For 2.2, learners will need to provide brief information about at least two different ways to borrow money for two expensive items. Evidence may be in response to case studies.

1.1, 1.2, 2.1 and 2.2 could be assessed through question and answer sessions with the tutor or completion of a work sheet.

The evidence for 2.3 could be presented as a letter to friend suggesting two different sources of help to manage their debt problem. Alternative methods of presenting evidence may be used such as class discussion or oral presentation supported with a statement from the tutor that the learner has provided all the necessary evidence for the assessment criterion.



## Suggested resources

### Books

*Guidance on financial capability in the secondary curriculum: Key Stage 3 and 4* (DCSF, 2008) DCSF Reference: 00645-2008

*My Money PSHE Education Teacher Handbook* (PFEG, 2009) via [TES.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524](http://TES.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524)

### Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheets:

- FA2: *Benefits*
- FC3: *Risk and Return*

Work Sheets:

- WB6: *Money Throughout our Lives*

### Websites

<a href="http://www.adviceguide.org.uk">www.adviceguide.org.uk</a>	Citizens Advice Bureau – online money advice
<a href="http://www.cccs.co.uk">www.cccs.co.uk</a>	Consumer Credit Counselling Services charity offering free debt advice
<a href="http://www.creditaction.org.uk">www.creditaction.org.uk</a>	Credit Action – national money education charity
<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>	Government website – provides advice for young people about debt
<a href="http://www.islamic-banking.com">www.islamic-banking.com</a>	Institute of Islamic Banking and Insurance – provides information on the principles of Islamic finance
<a href="http://www.moneybasics.co.uk">www.moneybasics.co.uk</a>	Independent money information website
<a href="http://www.moneymakesense.co.uk">www.moneymakesense.co.uk</a>	Citizens Advice Bureau website – provides teaching materials to help with financial literacy at Key Stage 3 and 4
<a href="http://www.nationaldebtline.co.uk">www.nationaldebtline.co.uk</a>	National Debt Line – offers free and confidential advice on dealing with debt matters
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.pfeg.org">www.pfeg.org</a>	Personal Finance Education Group – teaching resources
<a href="http://www.rbsmoneysense.co.uk">www.rbsmoneysense.co.uk</a>	MoneySense Royal Bank of Scotland resources to support young people aged 11-18 in learning to manage their personal finances

# Unit 4: National and Global Money Matters

**Unit reference number:** K/600/9319

**Level:** 1

**Credit value:** 1

**Guided learning hours:** 10

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## Unit aim

The aim of this unit is for learners to develop knowledge and understanding of national and global finance by exploring taxation, ethical shopping and exchange rates.

## Unit introduction

Understanding the role of taxation is a key component of financial capability and is necessary in order to appreciate the central role of economics to the nation. Consideration of social and moral dilemmas about how taxes are used is integral to this and is linked to citizenship studies.

To become a questioning and informed consumer it is essential to consider how choices made as consumers affect other people's economies and environment. This involves choosing ways to live that can 'meet the needs of the present without compromising the ability of future generations to meet their own needs' (as defined by the United Nations). Learning about global finance helps individuals to become responsible and ethical world citizens. This is an area of learning that promotes spiritual, moral, social and cultural development and helps learners to prepare for the opportunities, responsibilities and experiences of adult life.

For learning outcome 1, learners look at national and local taxation. This includes investigating the services provided by revenue gained from taxes.

Ethical shopping is considered in learning outcome 2 and ways to shop ethically to benefit people, the environment and animals are explored.

Learning outcome 3 explores exchange rates and investigates how to calculate currency exchange rates for different countries.

## Essential resources

Learners will need access to an interactive whiteboard and/or individual PCs and access to money calculators.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about taxation	1.1	Identify different taxes	<ul style="list-style-type: none"> <li>Types of taxes: Income Tax – payable on income from earnings, people pay a percentage of their earnings; payable on pensions, interest from savings, shares, renting out properties; taken by government (Her Majesty’s Revenue and Customs (HMRC)) to run the country; National Insurance – deducted from earnings; rate depends on earnings (usually 11 per cent); National Insurance Number; local tax – council tax, collected from people owning or renting property; VAT (value added tax) – a tax paid when buying certain goods and services, a percentage on the value of goods and services, the net price of the good or service is calculated by the VAT rate to give the gross price</li> </ul>
		1.2	Outline the services provided from taxes	<ul style="list-style-type: none"> <li>What taxes are spent on: to fund the National Health Service; to fund education; to fund benefits eg state retirement pension, Jobseeker’s Allowance, Employment Support and Allowance, Incapacity Benefit, Maternity Benefit, Disability Living Allowance; to fund maintaining roads; to fund the police service; to fund the fire brigade; to fund national defence; to fund local services eg public transport, rubbish collection</li> </ul>
2	Understand ethical shopping	2.1	Explain reasons to shop ethically	<ul style="list-style-type: none"> <li>Ethical shopping: buying products which support less well-off producers eg Fairtrade products; buying products which do not cause as much harm to the environment eg green products, recycled products; buying products which do not cause harm to animals eg free range eggs, products not tested on animals</li> </ul>
		2.2	Describe ways to make ethical choices when shopping	

Learning outcomes		Assessment criteria		Unit amplification
3	Understand about exchanging currencies	3.1	Describe why it is important to know exchange rates before changing money	<ul style="list-style-type: none"> <li>□ Currency values: exchange rates fluctuate; rates change continuously; rate depends on range of factors eg stability of country's economy, rate of inflation; political instability/war</li> </ul>
		3.2	Calculate currency exchanges for different countries using money calculators	

## Delivery

Providing opportunities for discussion and debate will allow learners to take an interest in topical and controversial issues. Activities which involve researching, planning and enquiring into issues which are current and relevant are motivating and encourage learners to interrogate evidence and develop judgements based on evidence. Other delivery methods could include learner-centred tasks such as group work and learner-led presentations. Learners will need access to money calculators to work out foreign currency exchanges. Additional learning resources can include case studies, guest speakers, film and media clips. Interactive activities are a good way of consolidating learning for learners who enjoy working with computers as they provide instant feedback. They also provide opportunities for learners to experiment with different financial scenarios, through simulation, which they will eventually meet in real life.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning and assessment.</p> <p>Tutor-led discussion – What are taxes? Why are taxes necessary? What do they pay for? How much tax should people pay?</p> <p>Activity – small-group work – ‘If we were running the treasury we would ...’</p> <p>Learners prepare a short presentation to the rest of the class. Tutor-led discussion about dilemmas.</p> <p>Activity – interactive activities – HM Revenue and Customs <a href="http://www.taxmatters.hmrc.gov.uk">www.taxmatters.hmrc.gov.uk</a></p> <p>Assessment – record the services provided by the revenue generated from taxes. (Learning outcome 1)</p>
<p>Activity – buzz group ways in which money choices affect the environment. Learners write about three changes they could make to their finances which would benefit people who live in poverty.</p> <p>Activity – learners each select an ethical issue that interests them and research to prepare a short PowerPoint presentation to convince the rest of the class of the need to behave ethically. Learners vote to decide which presentation/s has made them consider changing their behaviour.</p> <p>Activity – visit to a supermarket or online research to investigate ways to shop ethically – select products which have been produced ethically and compare prices eg free range eggs, locally produced meat and vegetables, Fairtrade products. Feed back and collate results of whole class.</p> <p>Assessment – record reasons to shop ethically and ways to make ethical choices when shopping. (Learning outcome 2)</p>

## Topic and suggested assignments/activities

Activity – ‘Who wants to be a Millionaire’ style quiz about currencies of different countries.

Tutor-led discussion – Why do currencies fluctuate?

Activity – learners research the exchange rate for three different currencies. They compile results into a chart suitable for display in a travel agency. In the next lesson they record the exchange rate for that day on the chart and indicate with an arrow which way the currency has fluctuated.

Activity – learners plan a trip to two countries with different currencies and calculate how much of each currency they will receive for their budget of £150 spending money in each country.

Assessment – record why it is important to know exchange rates before changing money and currency exchange calculations. (Learning outcome 3)

Assessment feedback, review and evaluation of unit.

## Assessment

To achieve 1.1, learners need to identify at least four different taxes. Assessment criterion 1.2 requires learners to give brief details about at least four services that are provided through money from taxation.

Assessment criteria 2.1 and 2.2 can be combined into one assignment task. Evidence may be in the form of a witness statement from the tutor that the learner has met the assessment criteria during an oral presentation. Alternative forms of evidence can be provided, for example, PowerPoint slides with notes.

To meet 2.1, learners will need to explain two reasons to shop ethically.

2.2 requires learners to give clear details about at least three different ways of shopping ethically. Examples may be given to support the response.

Assessment criteria 3.1 and 3.2 could be combined into one assignment task. Learners could prepare an email message or letter to a friend who is asking their advice about exchanging currencies for a planned trip.

For 3.1, learners will need to describe clearly why it is important to know about fluctuating exchange rates. Examples may be given to support the explanation.

To meet 3.2, learners will need to show the correct calculations for two currency exchanges using money calculators.

## Suggested resources

### Books

*Guidance on financial capability in the secondary curriculum: key stage 3 and 4* (DCSF, 2008) DCSF Reference: 0645-2008

*My Money PSHE Education Teacher Handbook* (PFEG, 2009) via [TES.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524](http://TES.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524)

### Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheets:

- FA1: *Earning Money*
- FB5: *Currencies and Exchange Rates*
- FD1: *Charities and Ethical Shopping*
- FD2: *Taxation*

Work Sheets:

- WB2: *Currency Quiz*

### Websites

<a href="http://www.ethical-junction.org">www.ethical-junction.org</a>	Ethical Junction – contact details of ethical charities
<a href="http://www.ethicalscreening.co.uk">www.ethicalscreening.co.uk</a>	Ethical Screening – identifies organisations that invest money ethically
<a href="http://www.experia.co.uk">www.experia.co.uk</a>	Online money calculator to convert foreign currencies
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.pfeg.org">www.pfeg.org</a>	Personal Finance Education Group – teaching resources
<a href="http://www.taxmatters.hmrc.gov.uk">www.taxmatters.hmrc.gov.uk</a>	HM Revenue and Customs interactive site
<a href="http://www.x-rates.com">www.x-rates.com</a>	Online money calculator for conversion of foreign currencies

# **Unit 5: Planning an Enterprise Activity (Level 1)**

**Unit reference number: F/501/5942**

**Level: 1**

**Credit value: 1**

**Guided learning hours: 10**

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## **Unit aim**

The aim of this unit is for learners to develop an understanding of how to set up an enterprise activity to sell a product or service.

## **Unit introduction**

Enterprise activities offer opportunities to learn and develop entrepreneurial characteristics such as tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. Through this unit learners will develop an understanding of how to set up an enterprise activity to sell a product or service, including the costs and responsibilities involved. Learners will also consider the skills required for the enterprise activity and how to promote the activity.

## **Essential resources**

Learners will need access to an interactive whiteboard and/or individual PCs and access to money calculators.



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to select a suitable enterprise activity	1.1	Describe the strengths and weaknesses of generated ideas for an enterprise activity	<ul style="list-style-type: none"> <li>Strengths and weaknesses of enterprise activity ideas: availability and cost of resources eg human and financial resources, materials, facilities, equipment, timescales, specific skills and knowledge required, potential demand for product or service, potential competition</li> </ul>
2	Know appropriate roles and skills required for the enterprise activity	2.1	List roles and the practical and personal skills required for the enterprise activity	<ul style="list-style-type: none"> <li>Practical and personal skills: planning skills, budgeting and financial skills, manufacturing skills, communication, confidence, knowledge of product or service, customer service skills, promotional and selling skills</li> <li>Roles: eg planner, salesperson, manufacturer, administrator, financial controller</li> </ul>
3	Understand the costs involved in producing and selling a product or service	3.1	use basic calculations to show the cost of items and processes related to producing and selling the product or service	<ul style="list-style-type: none"> <li>Production costs: ingredients, components, equipment, facilities, skills, time</li> <li>Selling costs: advertising, printing of leaflets or flyers, facilities eg hire of stall at charity event or local market</li> </ul>
		3.2	use basic calculations to show the final pricing of the product or service	<ul style="list-style-type: none"> <li>Pricing of the product or service: realistic pricing; covering costs and making a profit</li> </ul>
4	Know appropriate promotional techniques	4.1	provide appropriate promotional materials and methods for promoting the product or service	<ul style="list-style-type: none"> <li>Promotional materials and methods: selection of relevant media for promotion eg poster, leaflet, flyer, launch event; using a logo or branding; using pricing strategies eg special introductory discount; conveying information about product or service in a way that is clear, accurate and attractive eg information about location, availability, contact information, features of product or service</li> </ul>

## Delivery

This unit has been designed to make the key topics practically based wherever possible. Learners should be encouraged to gain an understanding of relevant enterprise concepts in a highly applied way. Group working and discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. The activity can either be producing a product, for example greeting cards or gift wrap, or providing a service, for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate discussion about what is needed for a successful enterprise activity and, through the discussion, ideas could be generated regarding different types of products and services. It is important to emphasise that the activity must be possible within learners' current skills. Ideas could be explored individually or through group activity.

A question and answer session could determine the strengths and weaknesses of different enterprise ideas. The advantages and disadvantages of ideas could also be explored through a *Dragons' Den* type presentation to a group, with peers commenting on the ideas.

Group discussion could be used to explore roles within an enterprise activity and the personal skills involved. Learners could interview business people or consult entrepreneur websites for ideas on the kind of roles and skills needed for different types of enterprise activities.

So that learners understand the importance of promotional techniques and selling skills, it would be useful for them to watch clips of TV adverts and/or review advertising from a range of sources such as the internet, radio, newspapers and magazines. Point-of-sale advertising could be a useful resource which is also readily available. Specific information on selling skills could be gained from a range of sources including books, the internet and media articles. Personal skills needed in enterprise could be observed through TV documentaries on business start-ups and TV programmes such as *Dragons' Den*.

Learners could investigate the costs of their chosen enterprise idea by active research via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service. Business people could be interviewed for advice on how to set a realistic profit margin.

To complete this unit, learners could explore and research a variety of advertising media and promotional events as they decide on the appropriate promotional materials for their enterprise activity.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Tutor-led discussion on what is needed for a successful enterprise activity.

In small groups, learners discuss ideas for an enterprise activity and feed back to the group. The group asks questions about each other's activities.

Assessment – in discussions with the tutor, learners describe the strengths and weaknesses of at least three ideas for an enterprise activity. (Learning outcome 1)

In small groups, learners discuss individual roles and skills needed for the enterprise activity.

Learners watch a DVD demonstrating the personal skills used in enterprise activity.

Assessment – in discussions with the tutor, learners list the roles and skills needed for the activity. (Learning outcome 2)

In small groups, learners research the price of the required resources and the price of the final product or service.

Assessment – learners complete basic calculations to find the cost of items and processes and the pricing of the final product or service. (Learning outcome 3)

In small groups, learners research advertising media and promotional events and discuss the best way to promote their enterprise activity.

Assessment – learners produce promotional materials and methods for promoting the product or service.

Assessment feedback, review and evaluation of unit.

## Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

For 1.1, learners should be given the opportunity to discuss possible ideas for an enterprise activity before deciding on the strengths and weaknesses of the ideas. This could be part of a group discussion with a tutor or take place as an individual activity. Learners must identify more than one type of product or service before choosing an enterprise idea to pursue further in this unit. To achieve 1.1, learners need to identify at least one strength and one weakness of two different enterprise ideas.

To achieve 2.1, learners need to identify the different key roles for their enterprise activity. These could include examples such as the role of researcher, promoter, salesperson and keeping financial records. Additionally, learners must be able to identify at least two different skills that would be required in the enterprise activity.

To achieve 3.1, learners need to identify a range of costs involved in producing their product or service. This could be presented as a brief poster or written presentation.

To achieve 3.2, learners are required to use basic calculations to show how their product or service will be priced for sale. This could be included as part of the poster or presentation produced for 3.1. The level of calculations used and accuracy should be consistent with Functional Skills for Mathematics at Level 1.

For 4.1, learners must produce promotional material for their product or service such as a flyer or poster which contains key information. This information should include an accurate description of the product or service, logo or branding, price, location and availability of the product or service and/or contact information.

## Suggested resources

### Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheets:

FA6: *Business Enterprise*

Work Sheets:

WA6: *Business Enterprise*

### Websites

<a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>	Business Link – free advice and support for businesses
<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust – business and enterprise education charity providing programmes on enterprise education
<a href="http://www.enterprisevillage.org.uk">www.enterprisevillage.org.uk</a>	Provides resources, information, professional development and support for enterprise education
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.speakeasydragons.com">www.speakeasydragons.com</a>	Speakeasy4Schools – provides education, programmes, resources for enterprise education
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Striding Out – delivers workshops, events and coaching to inspire and inform learners on self-employment

# **Unit 6: Running an Enterprise Activity (Level 1)**

**Unit reference number: F/501/5939**

**Level: 1**

**Credit value: 1**

**Guided learning hours: 10**

## **Unit aim**

The aim of this unit is to provide learners with the opportunity to carry out an enterprise activity.

## **Unit introduction**

Enterprise activities offer opportunities to learn and develop entrepreneurial characteristics such as tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. Learners will demonstrate selling a product or service, taking into account the practical and personal skills required. Learners will also develop an understanding of how to increase the chances of the success of an enterprise activity and how to evaluate its performance.

## **Essential resources**

Learners will need access to an interactive whiteboard and/or individual PCs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to increase the likelihood of success in an enterprise activity	1.1	Describe features which would lead to the effective delivery of a chosen enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Features leading to effective delivery:</i> identify customers and what customers want or need; conduct market research; estimate number of sales; plan tasks and timescales; allocate tasks and roles according to a plan; evaluate skills needed and who is best able to provide them</li> </ul>
2	Be able to complete an enterprise activity	2.1	Demonstrate selling a product or service, taking into account the practical and personal skills needed	<ul style="list-style-type: none"> <li>□ <i>Selling a product using practical and personal skills:</i> suitable product or service prepared; necessary components obtained; appropriate promotional materials produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales and communication skills demonstrated, implementation and organisational skills demonstrated</li> </ul>
3	Be able to review the success of the enterprise activity	3.1	Produce records to show the successes and failures of the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Producing records:</i> show cost of producing product or service; recording numbers of product or service sold; income before costs; profits/losses; evaluating success of enterprise activity in terms of number of sales and profit made/not made</li> </ul>

## Delivery

This unit has been designed to make key topics as practical as possible. Learners should be encouraged to gain an understanding of relevant enterprise concepts in a highly applied way. Group working and discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can be producing a product, for example greeting cards, baking biscuits, making sweets or jewellery or providing a service, for example, selling ice cream or car washing. Delivery should give learners as much practical experience as possible.

At this level, learners are required to carry out some multi-stepped tasks. In completing tasks for this unit, learners should demonstrate appropriate planning and preparation skills. Learners will need the opportunity to show competency in terms of their organisational skills and skills in reviewing the success (or failure) of the enterprise activity. Learners in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Learners are likely to require guidance from their tutor or line manager when they are thinking about how to run their enterprise activity, but they should aim to operate with less supervision than at Entry Level 3. Regular feedback will promote steady progress in the development of the required skills and knowledge. Learners will require supervisory guidance and regular monitoring and review of their progress in order to identify the knowledge and skills they have developed.

Learners might find it helpful to use group discussions to explore the features that should ensure that their enterprise activity is successful. 'Successful' in this context means that learners understand how to carry out their activity and reach their planned sales targets.

Group discussions may also be a useful way of helping learners understand the importance of consumer needs in influencing the success of an enterprise activity. Learners could also seek advice or opinions from visiting guest speakers or other business people about consumer demand and how the enterprise activity might meet consumer needs.

Group discussions could be used to come up with a checklist of tasks needed to carry out the activity on the day(s) chosen. The list of tasks could also be produced as an individual piece of written work or as a PowerPoint presentation.

Learners' enterprise activities could be delivered as part of 'an enterprise activity day' using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off small-group activity or an individual enterprise activity.

Learners could use record sheet templates to identify the key financial information that will need to be recorded in order to evaluate the overall success and/or failure of the enterprise activity. Learners could also seek advice from entrepreneurs or business people regarding which financial information to record and how to present it. They could participate in a question and answer session with a visiting speaker.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit structure of the programme of learning and assessment. Group discussion on the features of a successful enterprise activity. Learners prepare a checklist of tasks and skills to use during the enterprise activity. Tutor-led discussion on keeping financial records. Learners practise completing financial records. Assessment – learners describe features leading to effective delivery of the chosen enterprise activity. (Learning outcome 1)
Assessment – learners are observed carrying out an enterprise activity, selling the product or service. Tasks completed and skills used are recorded on the checklist. (Learning outcome 2)
Assessment – learners complete records to show success and failure of the enterprise activity. (Learning outcome 3)
Assessment feedback, review and evaluation of unit.

### Assessment

Assessment of this unit focuses on the completion of an enterprise activity.

To achieve 1.1, learners must be able to discuss key features that lead to the success of a chosen enterprise activity. This could be, for example, a written report, a brief presentation, video evidence or completion of a log or record sheet. The number of key features would depend on the nature of the enterprise activity, but typically learners should be able to discuss at least three key features for success.

To achieve 2.1, learners must provide witnessed evidence that the enterprise activity has taken place. The product or service must have been prepared adequately, the price and benefits of the product or service made clear, and learners must have demonstrated appropriate sales and implementation skills. The prepared product or service may comprise something learners have produced themselves (for example jewellery they have made themselves), or something produced by someone else (for example ice cream purchased by learners and sold on a stall at a trade fair). Photographic or video evidence could be used as well as a tutor witness statement.

For 3.1, some simple records need to be provided showing costs and revenue and a calculation of profit/loss made with a brief comment as to the reasons for the success or failure of the enterprise activity. Record sheets provided by the tutor may be used for this purpose.



## Suggested resources

### Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheets:

FA6: *Business Enterprise*

Work Sheets

WB2: *Budgeting Activities*

### Websites

<a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>	Business Link – free advice and support for businesses
<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust – business and enterprise education charity providing programmes on enterprise education
<a href="http://www.enterprisevillage.org.uk">www.enterprisevillage.org.uk</a>	Provides resources, information, professional development and support for enterprise in education
<a href="http://www.enterpriseuk.org">www.enterpriseuk.org</a>	Encourages enterprising activity in young people and resources for enterprise education
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.speakeasydragons.com">www.speakeasydragons.com</a>	Speakeasy4Schools – provides education programmes and resources for enterprise education
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Striding Out – provides advice for entrepreneurs

# Level 2 Units

## Unit 7: Working and Earning

**Unit reference number:** L/600/9295

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

### Unit aim

The aim of this unit is for learners to develop knowledge and understanding of the financial implications of career choices to help them make informed decisions. This unit also looks at the deductions which are made from earnings.

### Unit introduction

'Young people face particular challenges. The pressures of consumer opportunity and choice compete with the need to plan ahead. A longer working life with less security brings with it the need to plan for periods of learning to improve or adapt knowledge and skills. It may be difficult to recognise, as a young adult, that financial decisions made early in life can have significant consequences for future economic wellbeing.' (*Guidance on financial capability in the secondary curriculum: Key Stage 3 and 4 DCSF 2008*). This unit will develop learner knowledge and understanding in these key areas.

For learning outcome 1, learners investigate what affects earnings and differences between wages and salaried employment.

The deductions made to earnings and reasons for these deductions are explored in learning outcome 2.

For learning outcome 3, learners consider how choice of career may affect financial stability.

### Essential resources

Learners will need access to an interactive whiteboard and/or individual PCs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand earnings	1.1	Explain what affects the amount an individual earns	<ul style="list-style-type: none"> <li><i>Effects on earnings</i>: type of job eg generally jobs which need more qualifications are more highly paid; where you live eg earnings higher in cities, wages/salaries higher where recruiting workers is difficult; experience and skills of employee; employer choice eg employers pay differently for the same work; national minimum wage</li> </ul>
		1.2	Explain the difference between a salary and a wage	<ul style="list-style-type: none"> <li><i>Earnings</i>: salary eg paid monthly or fortnightly, calculated as annual amount, entitled to holiday pay, sick pay, maternity/paternity leave, usually money paid into bank/building society account; wage eg daily or weekly payment, may be higher rate for overtime, or working weekends or nights; self-employment</li> </ul>
2	Understand deductions shown on a payslip	2.1	Explain the difference between gross and net pay	<ul style="list-style-type: none"> <li><i>Deductions from earnings</i>: gross pay (total pay before deductions); net pay (amount received after deductions); Pay As You Earn (PAYE); income tax, National Insurance Contributions (NIC); company pension</li> </ul>
		2.2	Give examples of how income tax is calculated	<ul style="list-style-type: none"> <li><i>Income tax</i>: payable on income from earnings; payable on pensions, interest from savings, shares, renting out properties; taken by government (Her Majesty's Revenue and Customs (HMRC) to run the country eg education, health service, national defence, maintaining roads; people pay a percentage of their earnings; amounts eg personal allowance (£6035), basic rate (20% up to £34,800), higher rate (40% over £34,800)</li> </ul>
		2.3	Outline why National Insurance contributions are deducted from pay	<ul style="list-style-type: none"> <li><i>National Insurance contributions</i>: paid at age 16 until retirement; earnings threshold, rate depends on earnings (usually 11%); National Insurance number; funds National Health Service, funds benefits eg state retirement pension, Jobseeker's Allowance, Employment and Support Allowance, Incapacity Benefit, Maternity Benefit, Disability Living Allowance</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how choice of career can affect financial stability	3.1	Compare the earnings of different career choices	<ul style="list-style-type: none"> <li>□ <i>Career choices</i>: affected by needs and wants eg desire to buy material goods, priorities, interesting job, personal circumstances, short-term needs, plans for the future; long-term prospects eg progression opportunities, job security, pension, long period of training on low income to gain qualifications to earn higher income; employment trends; changing patterns of employment</li> </ul>
		3.2	Explain how different employment types affect financial stability	<ul style="list-style-type: none"> <li>□ <i>Financial stability</i>: employment eg regular income to meet outgoings, enables forward planning; self-employment eg irregular income, unpredictable, income tax payable annually</li> </ul>

## Delivery

A variety of creative delivery methods can be used to engage learners with the unit content and make it meaningful to them. Discussion and debate are useful ways to introduce social and moral dilemmas about money and consider the choices and decisions relating to them. Dealing with money and personal finance may be a sensitive issue for some learners and it is important to be aware of the needs of individuals and their social or cultural background. Case studies, simulations, scenarios, role play and drama using contexts from personal life and the world of work can be used to link learning to life outside the school or college and make connections between individual subjects and the whole curriculum. Tutors will be able to support learners as they research information, assess its relevance, explore scenarios, make decisions, solve problems, work independently and in groups and learn from each other.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Tutor-led discussion – What affects the amount individuals earn?

Activity – group work – investigate how careers and trends in employment have changed and how salaries in the past compare with those today, using the internet or interviews with relatives or people in the local community. Discuss findings with whole class.

Activity – analysis of case studies to consider differences between salaried and waged employees. Groups feed back to whole class for discussion.

Activity – mock interviews to identify employability skills or 'speed-networking' where learners have a limited amount of time to 'sell' themselves to their partner.

Tutor-led discussion of different situations affecting earners eg 'What would happen if a self-employed photographer is unable to work through illness?'

Assessment – record what affects the amount an individual earns and the differences between a salary and a wage (Learning outcome 1)

## Topic and suggested assignments/activities

Activity – ‘Who wants to be a millionaire’ quiz to assess learners’ knowledge of deductions from earnings.

Activity – analysis of payslips to identify deductions.

Tutor input – income tax – how is it calculated?

Activity – learners research contribution of income tax to national government finance and spending.

Tutor-led discussion. ‘Is taxation fair?’

Activity – group work using – analyse government budget for the coming year. Discuss which areas of spending should be given larger or smaller amounts. Feed back to whole class, justifying reasons.

Activity – learners research the average annual wages of three jobs that interest them, using the internet, to calculate the amount of income tax that will be deducted. The allowances and tax band rates will need to be taken into account.

Activity – paired research to prepare a brief PowerPoint presentation to explain and illustrate national insurance and benefits available for people who have paid National Insurance Contributions.

Activity – interactive game.

Assessment – record difference between gross and net pay, examples of how income tax is calculated, reasons why National Insurance Contributions are deducted from pay.

(Learning outcome 2)

Tutor-led discussion – are decisions about careers affected by wants and needs?

Activity – analysis of case studies of different individuals to consider how their career choices may be affected.

Tutor-led discussion to compare the financial stability of different occupations eg professional sportsperson, actor, writer, firefighter, teacher.

Guest speaker – self-employed worker. Learners to ask questions about financial stability of their occupation.

Activity – learners research different career routes of interest to them and compare the short-term and long-term financial benefits.

Assessment – record comparison between earnings of different career choices and how different employment types affect financial stability. (Learning outcome 3)

Assessment feedback, review and evaluation of unit.

## Assessment

To meet 1.1, learners need to show how at least three different factors affect the amount an individual earns. Examples may be given to support their explanation.

For 1.2, learners need to give clear details about differences for individuals who are salaried and those who are wage earners. Examples may be given to support their explanation.

To meet 2.1, learners will need to give clear details about the differences between the amount an individual earns and what they take home. An example may be given to support their explanation.

For 2.2, learners need to show how income tax has been calculated for two different individuals. Learners will need to include personal allowances and deductions at the correct rate to meet this criterion.

2.3 requires learners to include brief information about why National Insurance contributions are deducted from pay. This can be through a discussion with the tutor with a signed witness statement, or through a written piece of work.

For 3.1, learners will need to compare the earnings for two of their career choices. Short- and long-term earnings will need to be included to meet this criterion.

For 3.3, learners need to consider the financial stability of at least two different employment types. Examples may be given to support their explanation.



## Suggested resources

### Books

*Guidance on financial capability in the secondary curriculum: Key Stage 3 and 4* (DCSF, 2008) DCSF Reference 0645-2008

*My Money PSHE Education Teacher Handbook* (PFEG, 2009) via [TES.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524](https://www.tes.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524)

### Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheets:

- FA1: *Earning Money*
- FA2: *Income Tax and National Insurance*
- FA3: *Benefits*
- FA5 *Careers*

Work Sheets:

- WB5: *Money Throughout our Lives*
- WD2: *Local and national Taxation*

Interactive Activities:

- Money Matrix:
  - Pay Packets
  - Finance Finder
- Vox Spot
- Triple Trivia

### Websites

<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education's Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, fact sheets, work sheets, glossary and extension activities.
<a href="http://www.moneymakesense.co.uk">www.moneymakesense.co.uk</a>	Citizens Advice Bureau website – provides teaching materials to help with financial literacy at Key Stages 3 and 4
<a href="http://www.mymoneyonline.org">www.mymoneyonline.org</a>	Mymoney – provides resources and activities for teaching financial capability, includes online game about how financial decisions can affect careers
<a href="http://www.pfeg.org">www.pfeg.org</a>	Personal Finance Education Group – provides teaching resources
<a href="http://www.rbsmoneysense.co.uk">www.rbsmoneysense.co.uk</a>	MoneySense Royal Bank of Scotland resources to support young people aged 11-18 in learning to manage their personal finances

## **Unit 8: Saving and Spending**

**Unit reference number: D/503/5504**

**Level: 2**

**Credit value: 1**

**Guided learning hours: 10**

### **Unit aim**

The aim of this unit is to encourage learners to save and budget to manage their personal finances.

### **Unit introduction**

The findings of a report commissioned by the Department for Work and Pensions in 2007 to inform ways of encouraging and enabling young people and adults to begin saving revealed the following attitudes: most young people interviewed felt that they should be spending money and enjoying themselves while they were young; they assumed they would be better off at a later stage in their lives and could defer decisions about saving until then.

It is difficult for young people and adults to recognise that developing a good understanding of how to manage their money in the present has significant consequences for their future economic wellbeing. Being able to 'make ends meet', keeping track of finances and making informed decisions about financial products are essential components of financial capability. This unit will develop knowledge and understanding in these key areas.

For learning outcome 1, learners explore ways to save money in their daily lives and investigate financial products to use to save money.

For learning outcome 2, learners study the financial benefits available for people who are unable to work.

The sources of financial support for students are investigated in learning outcome 3.

For learning outcome 4, learners prepare a personal budget and consider financial forecasts for the coming year.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to save money	1.1	Suggest ways to save money which apply to different aspects of own lifestyle	<ul style="list-style-type: none"> <li>□ <i>Saving money in daily life:</i> in the house eg turn off lights/appliances when not in use, shower, use energy saving light bulbs, wash clothes at low temperatures; transport eg walk or cycle, saver tickets, discounts; phones; eg weekend deals, direct debit; clothes eg markets or charity shops, sales, clothes swap; entertainment eg 2 for 1 offers, borrow DVDs from library; food eg buy own brands, drink tap water, make a packed lunch, plan food shopping</li> </ul>
		1.2	Describe a savings account which meets own needs	<ul style="list-style-type: none"> <li>□ <i>Saving accounts:</i> interest rates; regular saver; easy access; notice savings; National Savings; interest eg variable, fixed, paid monthly, paid annually; minimum/maximum investment; cash ISA</li> </ul>
2	Understand government benefits available to designated groups of people unable to work	2.1	Explain financial benefits provided for people unable to work	<ul style="list-style-type: none"> <li>□ <i>Groups of people who may be unable to work:</i> groups eg those with disabilities, those with long-term health problems, carers</li> <li>□ <i>Benefits:</i> Jobseeker's Allowance; Employment and Support Allowance; Disability Living Allowance; Carer's Allowance; Housing Benefit; Child Benefit</li> </ul>
3	Understand sources of financial support for students	3.1	Explain financial benefits for students	<ul style="list-style-type: none"> <li>□ <i>Student support:</i> student loans; student grants; awards eg bursaries, scholarships; Education Maintenance Allowance; student card; course grants eg for fees, travel, books</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Know how to balance a personal budget	4.1	Prepare a plan showing a personal income and expenditure for a month	<ul style="list-style-type: none"> <li>□ <i>Budgeting</i>: income eg from earnings, gifts, pocket money, interest on savings; expenditure eg spending on essential needs, luxury items; ongoing records; forecast eg for month, for year</li> </ul>
		4.2	Prepare a forecast for a designated period which estimates income and expenditure	
		4.3	Identify strategies to ensure expenditure does not exceed income	

## Delivery

This unit gives tutors the opportunity to use a wide range of active learning methods and to tailor them to learners' particular interests.

Relevant and meaningful tasks which involve learners in discussion and debate are motivating and contribute to the development of the skills required to make positive choices and anticipate problems before they arise. However, it is particularly important to be aware of the needs of individuals and their social or cultural background as issues with money and personal finance may be sensitive for some learners. Developing ground rules with learners to encourage constructive discussion and the promotion of respect, courtesy and understanding is an effective way to avoid problems.

Activities such as role play, case studies and analysis of videos, are distancing techniques which enable sensitive discussion of money issues. Activities for the interactive whiteboard including quizzes and games, which learners can play alone, in pairs and in groups, ([www.nationwideeducation.co.uk](http://www.nationwideeducation.co.uk)) provide effective depersonalised learning opportunities.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – establishment of ground rules.

Activity – competition. Groups challenged to think up the most money saving tips in relation to the home, travelling, entertainment and clothing. Make posters to display in the school or college (cross-curricular link to sustainability).

Tutor-led discussion – reasons why individuals want designer labels.

Activity – prepare for a debate 'Young people do not need to save until they are earning good money'.

Activity – guest speaker – financial adviser to speak about savings products. Learners to prepare questions for speaker about why interest rates fluctuate.

Activity – worksheet.

Activity – groups work to research savings products suitable for individuals in case studies. Present findings to whole class, justifying answers.

Activity – complete application form to open a savings account using real documents.

Assessment – record ways to save money which apply to different aspects of own lifestyle and a savings account to meet own needs. (Learning outcome 1)

## Topic and suggested assignments/activities

Activity – paired research into government benefits for people unable to work. Prepare a short PowerPoint presentation for the whole class and a leaflet for an advice centre.

Activity – role play working in an advice centre providing advice for different customers about benefits.

Assessment – record examination of financial benefits provided for people unable to work. (Learning outcome 2)

Activity – guest speaker – welfare officer or student counsellor from local college to speak about financial support available for students.

Activity – group work – analysis of case studies to identify benefits available for individual students.

Assessment – record examination of financial benefits for students. (Learning outcome 3)

Activity – tutor input. Ways to record a budget.

Activity – group work – budgeting challenge. Manage the finances of individuals in case studies over a month to meet their needs without incurring debt.

Activity – analysis of case studies to identify the decisions made which got individuals into debt, followed by tutor-led discussion. 'What could the individual have done differently to have ensured financial security?'

Assessment – record plan of personal income and expenditure for a month and forecast for the coming year. (Learning outcome 4)

Assessment feedback, review and evaluation of unit.

## Assessment

For 1.1, learners will need to give at least two ways in which they could save money in their home, on transport, on their entertainment, food and clothing.

For 1.2, learners need to describe one savings account which is suitable for their own needs.

To meet 2.1, learners need to give clear details about the different financial benefits available for people who are unable to work. Examples of case studies may be given to support their response.

Evidence for these criteria can be in the form of a written assignment, a presentation or through a discussion with the tutor with a signed witness statement.

For 3.1, the different financial benefits available for students will need to be provided in detail. Information may be presented as an information leaflet suitable for learners. Alternative methods of presenting evidence may be used.

For 4.1, learners will need to present a plan for a personal budget which calculates total expenditure and income for one month and the balance. Learners can base this on their own circumstances if they wish, however tutors should be aware that this may be sensitive for some learners, and case studies can be used.

To meet 4.2, learners will need to provide estimates of their income and expenditure for the coming year and for 4.3 they must identify strategies to ensure

expenditure does not exceed income. Pro forma or budget sheets may be used to present the information for 4.1, 4.2 and 4.3.

## Suggested resources

### Books

Guidance on financial capability in the secondary curriculum: Key Stage 3 and 4 (DCSF, 2008) DCSF Reference: 00645-2008

*My Money PSHE Education Teacher Handbook* (PFEG, 2009) via [TES.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524](http://TES.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524)

### Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheets:

- FA3: *Benefits*
- FA4: *Financial support*
- FB9: *Money Saving Tips*

Work Sheets:

- WB2: *Budgeting Activities*
- WB3: *Budget Sheet*
- WB4: *Saving and Borrowing*
- WB6: *Money Maths – Percentages*
- WB7: *Money Maths – Compound Interest*
- WD5: *Advertising and Branding*

### Websites

<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>	Government website – includes information on saving for young people
<a href="http://www.moneybasics.co.uk">www.moneybasics.co.uk</a>	Moneybasics – provides independent information about managing personal finances
<a href="http://www.moneymakesense.co.uk">www.moneymakesense.co.uk</a>	Citizens Advice Bureau run website, providing teaching materials to help with financial literacy at Key Stage 3 and 4
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.pfeg.org">www.pfeg.org</a>	Personal Finance Education Group – provides teaching resources
<a href="http://www.rbsmoneysense.co.uk">www.rbsmoneysense.co.uk</a>	MoneySense Royal Bank of Scotland resources to support young people aged 11-18 in learning to manage their personal finances

# Unit 9: **Borrowing Money and Managing Risk**

**Unit reference number:** D/600/9298

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

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## **Unit aim**

The aim of this unit is to develop knowledge and understanding of the risks involved in borrowing money and of how to make informed decisions about ways to manage necessary loans.

## **Unit introduction**

Attitudes towards borrowing money have changed among young people and adults. Debt has become a fact of life and young people and adults are increasingly prepared to borrow money to finance their education or enjoy a certain lifestyle. Debt not only causes stress but can have serious, longer-term consequences including depression and impact on personal relationships and social aspects of people's lives. Debt can prevent young people and adults from living independently, taking part in education or even eating healthily.

It is essential that young people and adults, who are faced with a vast array of financial products and services, are equipped to make informed decisions and appreciate the consequences for their future wellbeing.

For learning outcome 1, learners consider different types of debt and ways to avoid unnecessary debt. How to borrow money for expensive items and the risks involved are investigated.

For learning outcome 2, learners explore the role of insurance in protecting against financial loss.



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the risks when borrowing money	1.1	Compare ways of borrowing money for expensive items	<ul style="list-style-type: none"> <li>□ <i>Ways to borrow money:</i> mortgages; secured loans; unsecured loans; credit cards; store cards; hire purchase; overdrafts</li> </ul>
		1.2	Describe the risks involved in borrowing money	<ul style="list-style-type: none"> <li>□ <i>Risks:</i> falling behind on payments eg house repossession, goods taken back, interest on credit/store cards accumulates; eviction; stress; depression; family conflict; bankruptcy; legal proceedings</li> </ul>
		1.3	Explain different types of debt	<ul style="list-style-type: none"> <li>□ <i>Types of debt:</i> planned debt to buy expensive items eg house, car, washing machine; unplanned debt eg spontaneous purchases, in response to 'buy now, pay later'</li> </ul>
		1.4	Illustrate different ways to avoid unnecessary debt	<ul style="list-style-type: none"> <li>□ <i>Avoiding debt:</i> budget planning; saving for unexpected emergencies; considering risks before borrowing eg security of employment; researching and comparing advantages and disadvantages of borrowing methods eg Annual Percentage Rate (APR), penalties for non-payment, penalties for early payment, credit rating; seek advice eg from bank, Citizens Advice Bureau</li> </ul>
2	Understand the need for insurance	2.1	Explain the purpose of different types insurance	<ul style="list-style-type: none"> <li>□ <i>Insurance:</i> protection from unforeseen events eg accidents, theft, illness; peace of mind; policy; premium; claim for financial loss</li> <li>□ <i>Types of insurance:</i> health; home eg buildings insurance, home contents, homecare insurance; life assurance; motor eg compulsory 'third party insurance'; pet; travel; extended warranties for products</li> </ul>

## Delivery

Borrowing money may be a sensitive issue for some learners and it is important to be aware of the needs of individuals and their social or cultural background when planning activities. Case studies, simulations, scenarios, role play and drama using contexts meaningful to young people and adults, supported with discussion and debate, are effective activities in addressing attitudinal change, which is particularly relevant to this unit. Research tasks to explore financial products and make comparisons encourage learners to question the claims of financial products and evaluate available information before taking financial decisions. Activities for the interactive whiteboard including quizzes and games, which learners can play alone, in pairs and in groups, are activities which learners find stimulating and engaging and provide opportunities for consolidating learning.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – guest speaker from Citizens Advice Bureau to speak about the implications of debt and ways to manage debt.

Activity – analysis of different case studies of individuals who have debts, learners to consider what they could do to prevent debt getting out of control.

Tutor-led discussion. 'Are you a risk taker? Are there risks involved in making financial decisions?'

Activity – group work– create a 30-second 'public information film' to warn people about the dangers of getting into debt and relying on credit. Show to whole class. Which was the best film? Why?

Activity – paired research into real financial products to identify the best deal to use to buy different expensive items. Learners report back to class justifying reasons for choices. Create comparison charts.

Activity – role play working in an advice bureau. Different situations with individuals with secured and unsecured loans eg repossession of a car on hire purchase, losing a flat after defaulting on the mortgage.

Assessment – record types of debt, ways to avoid unnecessary debt, comparison of ways of borrowing money for expensive items, the risks involved in borrowing money.

Tutor-led discussion. 'Why insure?'

Activity – learners work in pairs to create flow diagrams to show what happens to two fictional individuals, one with no insurance and one who is heavily insured, following a series of scenarios: flood at home, illness, job loss, accident involving their dog, etc.

Activity – paired work – research costs of insurance cover for young drivers of different cars. Compare costs of third party insurance to comprehensive cover.

Tutor-led discussion. 'Would you take the risk?'

Assessment – record the purpose of different types of insurance.

Assessment feedback, review and evaluation of unit.

## Assessment

Assessment criteria 1.1, 1.2, 1.3 and 1.4 could be combined into one assessment task to produce an article for the school magazine entitled 'Debt and how to avoid it.' Other ways of presenting evidence can be used.

1.1 requires learners to compare different ways of borrowing money for two expensive purchases. The total costs of borrowing, the amount of the repayments and the time needed to pay back the money will need to be considered to meet this criterion.

For 1.2, learners need to give clear details about at least four risks involved in borrowing money. Examples may be given to support the response.

For 1.3, learners need to give clear details about different types of debt. Examples may be given to support their response.

For 1.4, learners need to give clear information about at least four different ways to avoid getting into debt. Examples can be given.

For 2.1, learners will need to give reasons why insurance may be needed for at least three different situations.

## Suggested resources

### Books

Guidance on financial capability in the secondary curriculum: Key Stage 3 and 4 (DCSF, 2008) DCSF Reference: 00645-2008

*My Money PSHE education Teacher Handbook* (PFEG, 2009) via [TES.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524](http://TES.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524)

### Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheets:

- FB1-FB4: *Forms of Payment*
- FB10: *Tips for Managing Debt*
- FC1: *Types of Debt*
- FC2: *Insurance*
- FC3: *Risk and Return*

Work Sheets

- WC1: *Insurance*
- WD4: *Seeking Financial Advice*

## Websites

<a href="http://www.abi.org.uk">www.abi.org.uk</a>	The Association of British Insurers – provides information on different types of insurance
<a href="http://www.creditaction.org.uk">www.creditaction.org.uk</a>	Creditaction – national money education charity
<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>	Government website – includes information on saving and managing debt for young people
<a href="http://www.insurancesorter.co.uk">www.insurancesorter.co.uk</a>	Insurance sorter – provides information on different types of insurance
<a href="http://www.moneybasics.co.uk">www.moneybasics.co.uk</a>	Moneybasics – provides independent information about managing personal finances
<a href="http://www.moneymakesense.co.uk">www.moneymakesense.co.uk</a>	Citizens Advice Bureau website – provides teaching materials to help with financial literacy at Key Stage 3 and 4.
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.pfeg.org">www.pfeg.org</a>	Personal Finance Education Group – teaching resources
<a href="http://www.rbsmoneysense.co.uk">www.rbsmoneysense.co.uk</a>	MoneySense Royal Bank of Scotland – resources to support young people aged 11-18 in learning to manage their personal finances

# **Unit 10: Using Methods of Payment**

**Unit reference number: H/600/9299**

**Level: 2**

**Credit value: 1**

**Guided learning hours: 10**

## **Unit aim**

The aim of this unit is to develop knowledge and understanding of different ways payments can be made for goods and services to enable the learner to make informed choices to manage their personal finances.

## **Unit introduction**

According to a report released in June 2008 almost half (47 per cent) of 16 to 24 year olds surveyed by Youthnet and the Citizens Advice Bureau had experienced debt problems. With credit cards, direct debits, internet shopping and an increasingly 'cashless' monetary system, it is easy for both young people and adults to lose track of their spending. Knowing about different forms of payment and understanding the implications of credit and debt is fundamental in enabling young people and adults to make positive choices and develop a responsible attitude towards personal finance issues. This unit will develop learner knowledge and understanding in these key areas.

For learning outcome 1, learners explore forms of payment and consider the benefits of different forms of payment for purchasing goods and services.

Learning outcome 2 considers ways to make regular payments.

For learning outcome 3, learners will investigate how payments for goods and services are recorded to enable them to keep track of their personal finances.

## **Essential resources**

Learners will need access to an interactive whiteboard and/or individual PCs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand forms of payment for goods and services	1.1	describe different forms of payment	<ul style="list-style-type: none"> <li>□ <i>Cash payments</i>: easy for small items; accepted by most retailers; can monitor spending; can be lost; cannot be sent in the post</li> <li>□ <i>Cheques</i>: draws money from bank/building society; safe; can be posted; need a cheque guarantee card; take time to clear; not accepted by all; need to be over 16</li> </ul>
		1.2	Compare advantages and disadvantages of different types of payment	<ul style="list-style-type: none"> <li>□ <i>Cash card</i>: used in Automated Teller Machines (ATMs) to get cash out of bank/building society account; need a Personal Identification Number (PIN); available at 11 years of age from some banks/building societies</li> <li>□ <i>Debit card</i>: used instead of cash; can draw money at ATM; need PIN; can pay for goods in shops; money taken directly out of account</li> </ul>
		1.3	Select appropriate forms of payment for different goods and services	<ul style="list-style-type: none"> <li>□ <i>Credit card</i>: used instead of cash; form of borrowing money as payment made every month; minimum monthly payment; interest charged on unpaid amount; can be used all over world; used over the phone; online use; can be stolen; difficult to keep track of spending; available at 18 years of age</li> <li>□ <i>Store card</i>: credit card for that store only; borrowed money; minimum monthly payment; higher rate of interest than credit cards</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand regular payment methods	2.1	Explain different ways of making regular payments	<ul style="list-style-type: none"> <li>□ <i>Direct debit</i>: an instruction that an account holder gives their bank/building society to collect an amount directly from another account; amount paid may differ; need to make sure enough money in account to cover bills; bank may not pay and charge if insufficient funds</li> <li>□ <i>Standing order</i>: agreement with bank/building society to pay regular bills from account; exact amount agreed; need to make sure enough money in account to cover bills; bank may not pay and charge if insufficient funds</li> <li>□ <i>Electronic transfer</i>: internet banking; phone banking; easy instant payments; security issues</li> </ul>
3	Know how payments for goods and services are recorded	3.1	Describe documents needed to keep track of payments	<ul style="list-style-type: none"> <li>□ <i>Documents</i>: ATM receipts; bills; cheque stubs; bank/building society statements; credit card statements; shopping receipts; mobile phone payments</li> <li>□ <i>Monitoring payments</i>: budget sheets; payslips</li> </ul>

## Delivery

Delivery methods could include learner-centred tasks such as group work, research tasks and learner-led presentations which provide opportunities for problem solving and discussion. Videos/DVDs, case studies, and competitions are useful learning tools. Guest speakers and activities such as role play will help learners relate the unit content to their own experiences. Activities for the interactive whiteboard including quizzes and games, which learners can play alone, in pairs and in groups are activities which learners find stimulating and engaging and provide opportunities for consolidating learning. Importantly, activities which start with learners' own interests and present challenges which are familiar to them will enable the development of transferable skills to less familiar circumstances.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – question and answer session to assess knowledge of payment methods.

Activity – paired work. Research different payment methods. Give a short presentation to rest of class explaining pros and cons of each method.

Activity – pairs to write multiple choice questions about their researched payment method for a *Who wants to be millionaire?* style quiz.

Activity – group work. Matching goods/services with best payment method. Feed back to whole group to justify answers.

Activity – paired work researching different credit cards to find the best deal. Results collated on a comparison chart to be displayed in the classroom.

Activity – paired work – analysis of different situations which involve paying for goods. Did they get a good deal? Pairs feed back answers to the whole class.

Activity – case studies of individuals who have accumulated debt using credit and store cards. Tutor-led discussion – What would you do if ...? How could situations have been prevented?

Assessment – record different forms of payment, comparison of the benefits of different types of payment for different goods, appropriate forms of payment for different goods and services. (Learning outcome 1)

Tutor-led discussion – 'What are the advantages of making regular payments?' 'What services could be paid regularly?'

Activity – analysis of case studies to identify which goods and services could be paid for regularly.

Activity – group work. Use Fact sheets about forms of payment to prepare questions for a work sheet for other learners about making direct debits, standing orders and internet and telephone banking for a work.

Activity – group work – research mobile phone tariffs and make a 30 second TV commercial about one of them to show to the rest of the class.

Assessment – record different ways of making regular payments. (Learning outcome 2)



## Topic and suggested assignments/activities

Tutor-led discussions – What documents are needed to keep track of payments?

Activity – paired work – extracting information from real documents eg mobile phone statements, credit card statements, payslips.

Assessment – record description of the documents needed to keep track of personal finances. (Learning outcome 3)

Assessment feedback, review and evaluation of unit.

## Assessment

Assessment criteria 1.1, 1.2 and 1.3 can be combined into one assignment task. Learners could prepare an information sheet or leaflet about different forms of payment for an advice centre. For 1.1, learners must give clear details about at least four different forms of pay for goods or services. To meet 1.2, learners will need to compare the advantages and disadvantages of at least four different forms of payment. This may be presented in a chart. To meet 1.3, learners will need to indicate suitable forms of payment for at least six different goods or services. Alternative methods of presenting evidence can be used, for example, Powerpoint presentations, or a written assignment.

To meet 2.1 learners need to give details about how payments can be made regularly for different goods and services. Examples can be given to support their response.

For 3.1, learners need to give details about the information included in at least four different documents which are needed to keep track of payments for goods and services. Annotated examples of these documents may be used to present the evidence.

## Suggested resources

### Books

Guidance on financial capability in the secondary curriculum: Key Stage 3 and 4 (DCSF, 2008) DCSF Reference: 00645-2008

*My Money PSHE Education Teacher Handbook* (PFEG, 2009) via [TES.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524](https://www.tes.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524)

## Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheets:

- FB1-FB4: *Forms of Payment*
- FB6: *Personal Finance Documents*
- FB8: *Electronic Banking*

Work Sheets:

- WB1: *Forms of Payment*
- WD5: *Advertising and Branding*

Interactive Activities:

- Money Matrix:
  - Quickfire Questions
  - Finance Finder

## Websites

<a href="http://www.moneymakesense.co.uk">www.moneymakesense.co.uk</a>	Citizens Advice Bureau website providing teaching materials to help with financial literacy at Key Stages 3 and 4
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education's Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.pfeg.org">www.pfeg.org</a>	Personal Finance Education Group – provides teaching resources
<a href="http://www.rbsmoneysense.co.uk">www.rbsmoneysense.co.uk</a>	MoneySense Royal Bank of Scotland – resources to support young people aged 11-18 in learning to manage their personal finances

# Unit 11: Using Money Abroad

**Unit reference number:** L/600/9300

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

## Unit aim

The aim of this unit is for learners to develop knowledge and understanding of foreign currencies and exchange rates to be able to plan finances for a trip abroad.

## Unit introduction

Nearly 70 million visits abroad are made by UK residents each year, including holidays, visits to relatives and business travel. Young people and adults need the skills to be able to make informed financial decisions about travelling abroad involving planning, choosing financial products and assessing risks. This unit gives learners opportunities to develop their financial capability by applying skills to real-life situations which are meaningful and relevant.

For learning outcome 1, learners explore different currencies and consider reasons why exchange rates differ.

How to pay for goods and services and ensure financial safety abroad are investigated in learning outcome 2.

In learning outcome 3, learners are required to consider the costs of travelling abroad and apply their skills to planning the costs for a trip abroad.

## Essential resources

Learners will need access to an interactive whiteboard and/or individual PCs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand foreign currencies	1.1	Explain why different currencies fluctuate	<ul style="list-style-type: none"> <li>□ <i>Currencies</i>: over 150 different currencies in world; the euro zone; why exchange rates fluctuate</li> <li>□ <i>Effects on value of a currency</i>: stability of country's economy; population and workers; demand for products/exports; cost of living; level of income; rate of inflation; political instability/war</li> </ul>
2	Understand how to manage money abroad	2.1	Compare ways to pay for goods and services abroad	<ul style="list-style-type: none"> <li>□ <i>Paying for goods and services</i>: using cash; changing money eg at bank, building society, bureau de change, post office, travel agent; exchange rates and commission charges vary between financial organisations eg minimum charge, flat fee, handling fee; using credit card eg to get cash from Automatic Teller Machines (ATMs) to pay for goods and services; using debit card/credit card; pre-paid cards; travellers cheques</li> </ul>
		2.2	explain how to ensure financial safety abroad	<ul style="list-style-type: none"> <li>□ <i>Safety with money abroad</i>: avoid carrying large amounts of cash eg keep in money pouch under clothing, leave in hotel safe, split money between different bags/pockets; check change; use travellers' cheques; travel insurance</li> </ul>
3	Be able to plan costs for a trip abroad	3.1	Estimate costs for a trip abroad within a given budget	<ul style="list-style-type: none"> <li>□ <i>Trip abroad</i>: types eg holiday, school exchange, visit to family, city break, skiing trip, gap year, voluntary work</li> <li>□ <i>Planning</i>: budget for all costs eg travel, accommodation, food, entertainment, insurance, emergencies, using mobile phone; extra expenses eg sun cream, clothing, vaccinations; researching best deals for travel eg rail cards, accommodation, exchanging money, credit/ debit cards, pre-paid cards</li> </ul>

## Essential guidance for tutors

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### Delivery

This unit gives tutors opportunities to use a range of creative and stimulating activities to meet different learning styles. Case studies, simulations, scenarios, role play and drama can be used to help learners link learning to real-life experiences. Learner-centred tasks such as group work, research tasks and learner-led presentations will help learners to relate the unit content to situations which are relevant and meaningful to them, and help them to apply their skills.

This unit presents opportunities to make connections between individual subjects and the whole curriculum, for example practical application of mathematical concepts and links to geography. Tutors will be able to support learners as they research information, assess its relevance, explore scenarios, make decisions, solve problems, work independently and in groups learn from each other.

Interactive resources and activities such as quizzes and games, which learners can play alone, in pairs and in groups are activities which learners find stimulating and engaging and provide an opportunity for consolidating learning.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Tutor-led discussion – Why do currencies fluctuate?

Activity – paired research into exchange rates of currencies for different countries. Feed back results to whole class. Compile results into a chart suitable for display in a travel agent.

Activity – currency exchange calculations.

Assessment – record reasons why different currencies fluctuate. (Learning outcome 1)

Activity – paired work – each pair to research different aspects of paying for goods and services abroad to find the best deals. Present findings to whole class and produce a handout.

Activity – role play different situations where individuals have had money stolen. Tutor-led discussion. Why did this happen? How could it have been prevented?

Activity – prepare a leaflet giving advice about keeping money safe abroad for use in a travel agent.

Assessment – record ways to pay for goods and services abroad and how to ensure financial safety abroad. (Learning outcome 2)

## Topic and suggested assignments/activities

Tutor-led discussion – why do people travel abroad?

Activity – paired work to research financial needs of individuals who are travelling abroad for different purposes. What do they need to consider? Feed back findings to whole class.

Activity – group work to research information and set up a virtual learner travel service in the classroom. Use prepared exchange rate display and leaflet about money. Role play individuals making enquiries about finances for an exchange visit abroad.

Activity – devise a format to record costs for a trip abroad.

Activity – individual learners research financial plans for own trip abroad within a given budget and calculate total cost.

Assessment – record estimate of costs for a trip abroad.

Assessment feedback review and evaluation of unit.

## Assessment

Assessment criteria 1.1, 2.1, and 2.2 can be combined into one task as PowerPoint slides, with notes, for a presentation at an open evening at school or college before an exchange visit abroad. Other forms of presenting evidence may be used.

For 1.1, learners need to give at least four reasons why currencies of countries vary. Examples may be given to support their response.

Assessment criterion 2.1 requires learners to include information which weighs up the costs of paying for at least three goods and services in different ways when abroad.

For 2.2, information about how to ensure financial safety abroad needs to be included. At least four different ways will need to be included to meet this criterion.

For 3.1, learners must include estimated costs for a trip abroad for themselves to include travel, accommodation, food, entertainment, insurance, emergencies, using mobile phone and extra expenses within a given budget. A prepared format may be used to record the information.

## Suggested resources

### Books

*Guidance on financial capability in the secondary curriculum: Key Stage 3 and 4* (DCSF, 2008) DCSF Reference: 00645-2008

*My Money PSHE Education Teacher Handbook* (PFEG, 2009) via [TES.co.uk/teaching-resource/my-money-pshe-education-teacher-handbook-6089524](https://www.tes.co.uk/teaching-resource/my-money-pshe-education-teacher-handbook-6089524)

## Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

### Fact Sheets

- FB5: *Managing Money Abroad*
- FD1: *Exchange Rates*

### Work Sheets

- WB3: *Budget Sheet*
- WD1: *Exchange Rates*

## Websites

<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>	Government website – includes information for young people about travel abroad
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include: interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.pfeg.org">www.pfeg.org</a>	Personal Finance Education Group – includes teaching resources
<a href="http://www.rbsmoneysense.co.uk">www.rbsmoneysense.co.uk</a>	MoneySense Royal Bank of Scotland resources to support young people aged 11-18 in learning to manage their personal finances

# Unit 12: Using Money to Help Others

**Unit reference number:** Y/600/9302

**Level:** 2

**Credit value:** 1

**Guided learning hours** 10

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## Unit aim

The aim of this unit is to develop knowledge and understanding of ethical spending and charitable giving. Learners participate in a fund raising activity.

## Unit introduction

Social and moral dilemmas about the use of money are important aspects of financial capability and relate closely to rights and responsibilities in citizenship studies. Recognition of the fact that how money is spent impacts on other people's lives, economies and environments is fundamental to this. Developing the ability to question and make informed choices about how to use money to help others supports both the 'make a positive contribution' and 'achieve economic well-being' of the *Every Child Matters* agenda. Group work in this unit provides valuable opportunities for learners to build up a range of skills which help in developing positive attitudes, which are of particular value in learning and employment.

For learning outcome 1, learners explore the factors which influence how people spend money and investigate ways to shop ethically.

For learning outcome 2, learners consider the role of charities and different ways to give to charity.

For learning outcome 3, learners participate as a group in a fund raising activity for a charity and reflect on the effectiveness of their contribution to the group task.

## Essential resources

Learners will need access to an interactive whiteboard and/or individual PCs.



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand ethical spending	1.1	examine different factors which influence how people spend money	<ul style="list-style-type: none"> <li>□ <i>Influences on spending</i>: emotional; social; cultural; religious; ethical</li> </ul>
		1.2	explain ways to shop ethically	<ul style="list-style-type: none"> <li>□ <i>Ethical spending</i>: social and moral decision; not cheapest or best financial value; reassuring to know no harm to people, animals, or environment; supporting charities eg buying from charity shops, donating to charities; supporting local businesses; buying animal-friendly products; buying from ethical business eg Fairtrade, companies which do not exploit their workers in sweatshops; buying recycled and recyclable goods; buying organic products; buying green products; buying low carbon footprint products, re-using shopping bags; investing ethically</li> </ul>
2	Understand giving to charities	2.1	identify ways to give to charity	<ul style="list-style-type: none"> <li>□ <i>Ways to give to charities</i>: donate money eg cash, credit or debit card, regular payment by direct debit, in a will; charity credit cards; Gift Aid for tax relief; donate goods; volunteering; fund raising eg fancy dress day, sponsored events; Give as You Earn; sponsoring a child or animal</li> </ul>
		2.2	review the activities of one charity	<ul style="list-style-type: none"> <li>□ <i>Charitable organisations</i>: have charitable goals; do not have the primary purpose of making a profit eg money made and any surplus goes to cause and running costs; determined by The Charity Commission; different purposes eg preventing poverty, education, health, religious, human rights, environment, animals, sport</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to raise funds for charity	3.1	as a group, participate in a fund-raising activity for a charity	<ul style="list-style-type: none"> <li>□ <i>Fund raising activities:</i> range of ways eg street collection, sponsored silence, non-uniform day, car cleaning, design and sell greeting cards, recycled clothes fashion show; legalities eg registration for a lottery, licence for house-to-house collection</li> </ul>
		3.2	assess effectiveness of own contribution to the activity	

## Essential guidance for tutors

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### Delivery

This unit gives opportunities for discussion and debate and will allow learners to take an interest in topical and controversial issues. Activities which involve researching, planning and enquiring into current relevant issues are motivating and encourage learners to interrogate evidence and develop judgements based on evidence.

Other delivery methods could include learner-centred tasks such as group work and learner-led presentations. Additional learning resources can include case studies, guest speakers, film and media clips, interactive websites and work sheets.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Tutor-led discussion – What influenced your last purchase? discuss range of issues which affect decisions made by individuals.

Activity – group work – research sweatshops and prepare a presentation to whole class using video clips and PowerPoint.

Activity – paired work to research costs of Fairtrade goods compared with non-fair-trade items. Feed back results to rest of class.

Activity – learners interview family members about their ethical spending.

Activity – list ways in which money choices affect the environment and ask learners to write three changes they could make to their spending which would benefit people who live in poverty.

Assessment – record different factors which influence how people spend money and explanation of ways to shop ethically. (Learning outcome 1)

Activity – learners work in pairs to research a charity of their choice. Prepare a video or handout to persuade rest of class to donate to their chosen charity.

Tutor-led discussion – what percentage of what is donated goes directly to the cause? Ways of donating that benefit charities.

Activity – role play scenes in which learners play charity recipients, volunteers, fundraisers, givers to explore the issues of giving to charity.

Assessment – record ways to give to charity and the activities of one charity (Learning outcome 2)

## Topic and suggested assignments/activities

Tutor-led discussion – agreement of ground rules for group task.

Activity – learners work in small groups to suggest a charity for fund raising. Groups put forward a case for their choice to whole class for a vote.

Tutor-led discussion to agree fund-raising method to consider manageability, timescales, and other issues, eg risk assessment.

Activity – group plan tasks, allocate responsibilities and implement fund raising, keep records of activities and individual contributions.

Tutor-led discussion – How successful was the fund-raising activity?

Activity – learners reflect on own effectiveness in group task.

Assessment – record participation in a fund-raising activity for a charity and assessment effectiveness of own contribution to the activity. (Learning outcome 3)

Assessment, feedback, review and evaluation of unit.

## Assessment

To meet 1.1, learners need to consider at least four different factors which affect the way people spend money. Examples may be given to support their answer.

For 1.2, information about at least three different ways to shop ethically will need to be given. Learners will need to give reasons why each way is ethical.

Criteria 1.1 and 1.2 could be evidenced through a written assignment or a verbal presentation.

Assessment criterion 2.1 and 2.2 may be combined into one assessment task. Learners could produce a flyer for a charity fair. Alternative ways of presenting evidence may be used.

For 2.1, learners need to give details about at least four different ways individuals can give to the charity.

For 2.2, clear information about one charity will need to be given, including the goals of the charity, reasons to support the charity and the amount of funds raised.

For 3.1, learners need to provide evidence of their participation in the fund raising activity. This may be a witness statement from the tutor or may be recorded by the learner in a diary or log.

For 3.2, learners need to consider their value as a team member in the group task and how successful they were in raising funds for the charity. This can be assessed through a presentation, a written account, or through a discussion with the tutor with a signed witness statement.

## Suggested resources

### Books

*Guidance on Financial Capability in the secondary curriculum: Key Stage 3 and 4* (DCSF, 2008) DCSF Reference: 00645-2008

*My Money PSHE education Teacher Handbook* (PFEG, 2009) via [TES.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524](https://www.tes.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524)

### Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheets:

- FD3: *Giving to Charity*
- FD4: *Ethical Spending*

Work Sheets:

- WB3: *Budget Sheet*
- WD5: *Advertising and Branding*

### Websites

<a href="http://www.charity-commission.gov.uk">www.charity-commission.gov.uk</a>	The Charity Commission – the regulator of charities in England and Wales, provides information about and for charities
<a href="http://www.ethical-junction.org">www.ethical-junction.org</a>	Ethical Junction – provides contact details of ethical charities
<a href="http://www.ethicalscreening.co.uk">www.ethicalscreening.co.uk</a>	Ethical Screening – identifies organisations that invest money ethically
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include: interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.pfeg.org">www.pfeg.org</a>	Personal Finance Education Group – provides teaching resources
<a href="http://www.raisingfunding.co.uk">www.raisingfunding.co.uk</a>	Raising funding – provides advice on raising funds and legal issues in fund raising
<a href="http://www.rbsmoneysense.co.uk">www.rbsmoneysense.co.uk</a>	MoneySense Royal Bank of Scotland resources to support young people aged 11-18 in learning to manage their personal finances

# Unit 13: Economic and Business Understanding

**Unit reference number:** R/600/3417

**Level:** 2

**Credit value:** 1

**Guided learning hours** 8

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## Unit aim

The aim of this unit is to increase awareness of economic and business environments and how they affect learning and work opportunities, both at home and abroad.

## Unit introduction

Through greater awareness of national and global economic events, learners are encouraged to explore how learning and work opportunities can rise and fall. Young people and adults need to be aware of changing patterns of employment and the different skills and qualities employers seek in order to meet these different needs, both on a local and global level.

This knowledge will enable learners to plan more effectively for the future in order to achieve economic wellbeing and make a positive contribution to society.

This unit aims to introduce learners to the world of economics and business. They will explore economic concepts and the business terms used, as well as the different business and economic environments.

For learning outcome 1, learners will look at changing patterns of local, national, European and global employment and how this impacts on learning and working opportunities. Learners will be encouraged to relate this to their plans for the future.

For learning outcome 2, learners explore the organisation of economic and business environments and become familiar with using simple business and economic terminology. How and why businesses use finance are examined.

For learning outcome 3, learners will focus on the skills and qualities required by employers in different working situations and how these can be developed and adapted.

## Essential resources

Learners will need access to an interactive whiteboard and/or individual PCs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about changing patterns of employment and their effect on learning and work opportunities	1.1	describe changing patterns of local, national, European and global employment	<ul style="list-style-type: none"> <li>□ <i>Changing patterns of local, national, European and global employment:</i> reasons eg rising and falling job/skill sectors, geographical migration of workers, rising and falling unemployment, shrinking and expanding populations, political, social and economic opportunities globally</li> </ul>
		1.2	outline the effect of changing patterns of employment on learning and work opportunities	<ul style="list-style-type: none"> <li>□ <i>Effect on learning and work opportunities:</i> types of impact eg scarcity of jobs, less work-based learning, reliance on state-funded training opportunities if unemployed, government funding to remedy skills shortages, have to travel to find work, mixed working population, language and skills gaps, opportunities worldwide</li> </ul>
2	Understand the organisation of economic and business environments	2.1	discuss economic and business environments	<ul style="list-style-type: none"> <li>□ <i>Economic environment:</i> consisting of totality of economic factors eg government policy, employment, income, inflation, interest rates, exchange rates, productivity and wealth; influences on the buying behaviour of consumers and sales and purchases by firms</li> <li>□ <i>Business environment:</i> consisting of eg businesses in the public, private and voluntary sectors, including large, medium, small and social enterprises</li> </ul>
		2.2	explain economic and business terms	<ul style="list-style-type: none"> <li>□ <i>Terms:</i> economic eg market, competition, turnover, profit, cash flow, imports, exports, currency; business eg public, private and voluntary sectors, different types of enterprise, commerce; connections between market, competition, price and profit</li> </ul>
		2.3	explain ways in which businesses use finance	<ul style="list-style-type: none"> <li>□ <i>Business use of finance:</i> different uses eg for buying eg premises, equipment, assets, services, to employ staff, to make financial investment, to raise income from capital eg interest</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know the skills and qualities required by employers	3.1	identify the skills and qualities required by employers	<ul style="list-style-type: none"> <li>□ <i>Skills</i>: range eg ICT, communication, ability to speak different languages, teamwork, lone working, time management, organisational, check requirements with Sector Skills Councils</li> <li>□ <i>Qualities</i>: desirable qualities for employment eg initiative, motivation, responsibility, reliability, trustworthy, adaptable, flexible, check with Sector Skills Councils</li> </ul>
		3.2	describe how own skills and qualities can be developed and adapted to suit needs of employers	



### Delivery

This unit gives learners the opportunity to investigate different business and economic environments and to develop an awareness of changing patterns of employment, both nationally and globally. It also encourages learners to focus on the skills and qualities needed to be successful in the employment market.

Learning outcome 1 could be covered by learners taking on the role of an investigative journalist in order to examine different areas of industry (locally, nationally and globally) in order to highlight the changing patterns of employment and the effect on job opportunities. These areas could include the car manufacturing industry, the television industry or the computer industry. This information could be collated and learners could summarise different employment patterns within different companies, for example the effect of companies merging or downsizing, the impact of more home-based working or the effects of unemployment in some sectors. This could be covered by using case studies with practical examples of particular workers in specific industries. Learners could then explore the impact of changing patterns of employment and the effects on job opportunities for specific individuals.

Learning outcome 2 is about the organisation of different economic and business environments and how and why businesses use finance. This should include aspects of government policy, different types of businesses and an awareness of economic and business terms. This could be explored through online investigations, with groups of learners exploring different organisations and reporting on factors such as the nature of the business, the type of business and major competitors in the same field. Economic and finance reports could be examined in order to investigate and compare factors such as turnover, profit margins and share values of different companies.

Small groups of learners may be able to visit different companies and/or organisations in order to carry out an investigation into their structure and function and how they use finance. Representatives from different companies and/or organisations may be willing to visit and speak to learners about their business operations. Information could be summarised as a leaflet, web page, poster or PowerPoint presentation to share in the group.

Learning outcome 3 focuses on the skills and qualities employers require and the emphasis should be on the importance of transferable skills and the need for adaptability. Learners could carry out interviews with local employers to find out about the kinds of skills that make people employable in different sectors.

Some local employers may be willing to conduct mock interviews with learners in order to highlight some of the key skills they would look for in a potential employee. Feedback from this could provide very useful guidance for learners on the skills and qualities they need to develop in order to be successful in the employment market. Learners could produce their own 'employment development profiles', listing the skills they need to develop and an action plan which highlights what they need to do and the help they may need in the process.

It is important learners are encouraged to look at opportunities which may exist worldwide, taking into account changes to legislation specifically throughout Europe.

## Outline learning plan

The outline learning plan has been included in this unit as guidance

### Topic and suggested activities and/or assessment

Introduction to unit and structure of programme of learning and assessment.

Work in pairs – online investigations into different types of businesses and how businesses use finance; examination of economic and finance reports; creating PowerPoint presentations to summarise findings.

Individual work/assessment activity – presentation of PowerPoint summaries to the whole group.

In pairs or small groups – off-site visits to different companies/businesses to investigate their structure and function and how they use finance.

Guest speaker – representative from a local business organisation on the nature of their business operation, with question and answer session.

Small-group work – case studies on the specific effects of changing patterns of employment and job opportunities for different individuals.

Visits from local employers to conduct 'mock interviews' with individual learners, focusing on the skills required for employment.

Individual work – creating personal 'employment development profiles', listing skills to be developed and an action plan.

Individual work/assessment activity – carry out an investigation and produce a report on changing patterns of employment, the impact on job opportunities and produce a personal profile on the skills and qualities required by employers.

Assessment feedback, review and evaluation of unit.

### Assessment

To achieve 1.1 and 1.2 learners could investigate a specific industry in order to examine changing patterns of employment. This should include factors such as the change in demand for different skills, global employment changes and rising and falling unemployment. In order to explain the effect of changing patterns of employment on learning and work opportunities, learners could summarise information from their investigation or from case study material and evidence this in a written report.

Criteria 2.1, 2.2 and 2.3 could be combined, with learners conducting an investigation (online and from other information gathered from visits or external speakers) and then collating and presenting the information for assessment. This could be in the form of a leaflet, web page, poster, PowerPoint presentation or similar.

The information presented should include different economic and business environments, an explanation of basic economic and business terms and of how and why businesses use finance. Learners could be involved in the assessment of each other's work through the presentations within the group.

In order to meet 3.1 and 3.2 learners need to identify the skills and qualities employers require and describe how these skills and qualities can be developed and adapted. This should include skills such as ICT, teamwork, time management and organisational and qualities such as initiative, motivation and adaptability.

Learners could evidence this as individual employment development profiles, highlighting the skills they already have and those they need to develop in order to become successful in the employment market. Specific Sector Skills Councils might also be able to help by indicating skills sets they look for in employees and their websites might be useful as sources of information.

All the assessment criteria for this unit could be successfully covered by an overall assignment where learners provide a variety of evidence from an investigation-based project. This should include information on different economic and business environments, a report on changing patterns of employment and the impact on job opportunities, and a personal profile on the skills and qualities required by employers.

## Suggested resources

### Books

Banks E – *Finance: The Basics* (Routledge, 2006) ISBN 041538463X

Cleaver T – *Economics: The Basics* (Routledge, 2004) ISBN 0415314127

Knox S – *Financial Basics: Money-Management Guide for Students* (Ohio State University Press, 2004) ISBN 0814209785

Schmidt D and Corley M – *Global Employment Trends* (International Labour Office, 2004) ISBN 9221151077

### Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheets:

- FA5: *Careers*
- FA6: *Business Enterprise*
- FC4: *Business and the Economy*

Interactive Activity :

- Money Matrix:
  - *Pay Packets*

## Websites

<a href="http://www.bbc.co.uk/worldservice/business">www.bbc.co.uk/worldservice/business</a>	BBC worldwide business information and statistics pages
<a href="http://www.direct.gov.uk/en/youngpeople">www.direct.gov.uk/en/youngpeople</a>	Connexions – advice for 13-19 age group including careers, work and money
<a href="http://www.moneyadvice.org.uk">www.moneyadvice.org.uk</a>	The Money Advice Service – impartial information and tools to help with money
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include: interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.rbsmoneysense.co.uk">www.rbsmoneysense.co.uk</a>	MoneySense Royal Bank of Scotland resources to support young people aged 11-18 in learning to manage their personal finances
<a href="http://www.yourcareerguide.co.uk">www.yourcareerguide.co.uk</a>	Your career guide – provides advice on different careers

# **Unit 14: Planning an Enterprise Activity (Level 2)**

**Unit reference number:** A/501/6300

**Level:** 2

**Credit value:** 1

**Guided learning hours** 10

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## **Unit aim**

This unit aims to provide learners with a broad introduction for preparing to undertake an enterprise activity.

## **Unit introduction**

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership.

This unit will help learners to find out and explain details of an enterprise idea, including understanding how to choose a viable enterprise activity, how to develop a product or service according to an implementation plan and how to assess some of the potential risks involved.

## **Essential resources**

Learners will need access to an interactive whiteboard and/or individual PCs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to choose a viable enterprise activity	1.1	describe key aspects of a viable product or service	<ul style="list-style-type: none"> <li>□ <i>Key aspects of a viable product or service:</i> providing a product or service for which there is sufficient customer demand; product or service priced correctly, using appropriate promotional and sales strategies; high level of customer care and satisfaction; sufficient financial, technical and human resources in place</li> </ul>
		1.2	describe why people might want to buy their product or service	<ul style="list-style-type: none"> <li>□ <i>Possible customers:</i> having a clear idea of what the product or service is and what it will do or provide for the customer eg handmade gift wrap will provide customer with a high quality, environmentally friendly, original product that is produced locally using recycled paper and non-toxic paints; linking the product or service to customer needs/wants eg people with busy schedules or a disability are likely to make use of a dog-walking service, people who are interested in fashion might wish to buy handmade jewellery</li> </ul>
2	Draw up a plan for an enterprise activity	2.1	prepare a plan for implementing an enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Planning to implement the enterprise activity:</i> key activities needed eg administration, planning timelines, finance and budgeting, sales, promotion; practical/technical skills needed for making product or providing service; assessing own skills and knowledge; using past experience</li> </ul>
3	Understand the risks involved in running the enterprise activity	3.1	assess the main risks that may occur in implementing the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Assess main risks:</i> different types of risks eg lack of skills, competition from others, price of production, raising finance for start-up costs, weather, motivating group of helpers; factors that might lessen risks eg start-up costs are minimal, payment will be received immediately at point of sale, no additional staff required to provide the service, family members on hand to provide back-up help and support</li> </ul>

## Essential guidance for tutors

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### Delivery

This unit has been designed to make key topics as practical as possible. Learners should be encouraged to gain an understanding of planning an enterprise activity in a highly applied way. Group working and discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. The activity can either be producing a product, for example greeting cards or gift wrap, or providing a service, for example selling ice cream or car washing. Learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate group discussion as to what is required for an enterprise activity to be successful. Through the discussion, ideas could be generated regarding different types of products and services and how they could be provided. It is important to emphasise that the activity must be possible using skills that learners already have. These ideas could be explored individually or through group activity.

It would be helpful if learners were given the opportunity to identify a range of different types of products and services before choosing which idea to pursue further in this unit. A question and answer session could determine the viability or appropriateness of different enterprise ideas. The strengths and weaknesses of the planned enterprise activity could also be explored through the form of a *Dragons' Den* type presentation to a group, with peers commenting on the ideas and whether or not they think customers are likely to buy the product or service.

Tutors could stimulate group discussion on what is needed for the planning of a successful enterprise activity. A plan does not need to be as detailed as a business plan which would be considered as part of a business studies course at this level. However, materials produced for business start-ups could be a useful point of reference. A plan for this unit could cover a description of the product or service, how it will be provided, when and how it can be sold and what the likely demand might be.

A question and answer session could determine what should be included in the plan for the enterprise activity, as well as the tasks that need to be carried out before they start trading. Business people or entrepreneurs could be invited to address the group on the subject of planning an enterprise activity. Alternatively, learners could interview business people that they know and report back to the group what they found out about enterprise planning.

It would be useful for learners to watch clips of TV adverts and/or review advertising from a range of newspapers and magazines to understand how to include promotion and selling in their enterprise plan. Information could also be gained from a range of other resources, including books the internet and media articles. Personal skills in selling and promoting could be observed through TV programmes such as *Dragons' Den*.

Learners could investigate the financial aspects of their chosen enterprise idea by carrying out active research on costs via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring the prices customers are prepared to pay

for a product or service and finding out from business people how to set realistic prices for a product or service.

An understanding of the possible risks could be gained through watching relevant TV programmes such as *Dragons' Den* or making use of magazines and websites that provide information and advice for entrepreneurs.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Tutor-led discussion – ideas for enterprise activities, products and services. What is needed to make an enterprise activity successful?

In small groups learners develop ideas for enterprise activities and feed back to the rest of the group.

Assessment: learners present information on their chosen product or service, how it will be provided and what it will provide to the customer. (Learning outcome 1)

Visit from business person or entrepreneur to discuss activity. Learners prepare questions to ask.

Tutor-led discussion – producing a plan for the enterprise activity.

In small groups, learners develop plans for their enterprise activities.

Assessment: learners produce a plan for implementing their enterprise activity. (Learning outcome 2)

In small groups, learners research how enterprise activity can be promoted, using newspapers and the internet.

Learners research the cost of similar products or services using the internet.

Tutor-led delivery on types of risk.

Learners produce a list of the types of risks that may affect the implementation of their enterprise activity.

Assessment: learners produce a plan describing the main risks that could affect the enterprise activity and how these risks could be reduced. (Learning outcome 3)

## Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

To achieve 1.1, learners must clearly describe their choice of product or service, what it will provide to the customer, and how it will be provided.

For 1.2, learners need to describe at least one type of customer who is likely to buy their product or service and explain why the customer is likely to buy the product or service.

To achieve 2.1, learners must produce a plan for their chosen enterprise activity, including how the product will be produced or how the service will be delivered, when and how it can be sold and what the likely customer demand is. They will need to identify the tasks that need to be carried out before they start the



enterprise activity, how long it will take to carry out the tasks and what materials they will need. Simple promotion and sales plans must be included and learners must identify who they will need to help them run the enterprise activity. The plan could be a written report, presentation, video clip or other appropriate format.

3.1 requires learners to describe the key risks that could affect the success of their enterprise activity and suggest one way that a risk could be reduced. This could be, for example, in the form of a presentation of a mind map, a written report or a 'risks log'. The number of potential risks will depend on the individual enterprise activity, but typically learners should be able to identify at least two potential risks.

## Suggested resources

### Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheet:

- FA6: *Business Enterprise*

### Websites

<a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>	Business Link – free advice and support service for business
<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust – business and enterprise education charity provides programmes on enterprise education
<a href="http://www.enterpriseuk.org">www.enterpriseuk.org</a>	EnterpriseUK – encourages enterprising activity with young people
<a href="http://www.enterprisevillage.org.uk">www.enterprisevillage.org.uk</a>	Provides resources, information on professional development and support for enterprise in education
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education's Financial Capability programmes for ages 4 to 18+ – free resources include: interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.rbsmoneysense.co.uk">www.rbsmoneysense.co.uk</a>	MoneySense Royal Bank of Scotland resources to support young people aged 11-18 in learning to manage their personal finances
<a href="http://www.speakeasydragons.com">www.speakeasydragons.com</a>	Speakeasy4schools – provides education programmes and resources for enterprise education
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Striding Out – delivers workshops, events and coaching to inspire and inform learners on self-employment

# **Unit 15: Running an Enterprise Activity (Level 2)**

**Unit reference number: H/501/6114**

**Level: 2**

**Credit value: 1**

**Guided learning hours 10**

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## **Unit aim**

The aim of this unit is to provide learners with the opportunity to carry out an enterprise activity.

## **Unit introduction**

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. This unit will help learners to understand the importance of having a strategy for an enterprise activity, dealing with money, sales techniques and customers correctly, as well as developing the ability to evaluate the success of their activity and review their personal involvement.

## **Essential resources**

Learners will need access to an interactive whiteboard and/or individual PCs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to provide a strategy to ensure the success of an enterprise activity	1.1	explain the features of an effective strategy to ensure success for their enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Features of an effective strategy for success:</i> importance of planning for success eg conducting market research, finding out customer needs, considering competitors and their products or services, planning practical implementation of the activity (including appropriate facilities, resources, quality assurance and skills), planning for financial and cash flow aspects, evaluation of own personal and practical skills in running the enterprise activity, identifying gaps in required skills</li> </ul>
2	Be able to complete an enterprise activity using appropriate skills and procedures	2.1	demonstrate selling the product or service taking into account the practical and personal skills needed, including customer care procedures	<ul style="list-style-type: none"> <li>□ <i>Selling the product or service using appropriate skills:</i> suitable product or service prepared; necessary components for production or implementation obtained; promotion materials and product information produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales skills demonstrated</li> <li>□ <i>Customer care:</i> communicating appropriately with customers, listening to customers, answering customer questions accurately and appropriately, being friendly and helpful, resolving customer problems eg defective goods, unsatisfactory level of service, incorrect price charged</li> </ul>
		2.2	explain the importance of handling money correctly in an enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Importance of handling money correctly:</i> knowing correct procedures to follow in order to keep within the law, keep money safe and boost chances of making a profit, accuracy in calculations and financial records in order to reflect true financial situation</li> </ul>
3	Be able to evaluate the success of the enterprise activity	3.1	use financial records to explain the reasons for the success or failure of the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Using financial records to explain the success or failure of the enterprise:</i> evaluation of enterprise activity from financial records to show set-up and running costs overestimated/underestimated/accurately estimated, number of items produced or services offered exceeded/met/fell short of customer demand, profit made/not made on enterprise activity</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Know how to review their personal involvement in an enterprise activity	4.1	describe their role in the enterprise activity and any skills they have gained	<ul style="list-style-type: none"> <li>□ <i>Role in the enterprise activity and skills gained:</i> roles eg salesperson, planner, team motivator, finance person, administrator, overseeing production; skills eg planning and organisational skills, research skills, promotion and sales skills, record-keeping skills, motivational skills, problem-solving skills</li> </ul>

### Delivery

This unit has been designed to make key topics as practical as possible. Learners should be encouraged to understand how to run an enterprise activity in a highly applied way. Group working and discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can be producing a product, for example greeting cards, baking biscuits, making sweets or jewellery, or providing a service, for example selling ice cream or car washing. Learners should be given as much practical experience as possible.

Learners should be able to think through a strategy to ensure that their enterprise activity is successful. Learners might find it helpful to use group discussions initially to explore how they could come up with a plan to ensure their enterprise activity is successful. 'Successful' in this context means that learners understand how to carry out their activity and reach their planned sales targets. Learners could also conduct individual research on appropriate websites or have question and answer sessions with visiting business people.

The learner's enterprise activity could be delivered as part of an 'enterprise activity day' using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off small-group activity or an individual enterprise activity.

At this level, learners could be given a degree of independence in deciding how they could run their enterprise activity. Learners in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Group discussions could be used to help learners come up with a checklist of tasks needed to carry out the enterprise activity on the day(s) chosen. This could also be an individual piece of written work or a PowerPoint presentation.

To help learners think about the key financial information they need to record in order to evaluate the overall success and/or failure of the enterprise activity, entrepreneurs or business people could be invited to speak to learners. Visiting speakers could talk about which financial information to record, and provide examples of how financial information can be used to show the success and failure of an enterprise activity.

If appropriate, visiting experts could also be invited to participate in a question and answer session with learners during which they share information about their involvement in business and enterprise, and what skills and lessons they have learned from participating in enterprise initiatives. Alternatively, learners could conduct their own individual research such as looking at case studies and interviews with entrepreneurs in relation to evaluating the financial success of an enterprise activity, as well as what personal skills might be gained from being involved in such an activity. The results of individual learner research could be shared with other learners in a group discussion or displayed in poster format in the classroom or learning area.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning and assessment.

Tutor-led discussion on developing a strategy.

In small groups, learners discuss a strategy for their enterprise activity.

Assessment – learners present information on chosen strategy to ensure success of their enterprise activity. (Learning outcome 1)

Learners develop a checklist to record skills used when carrying out their activity, and documents to record financial information.

Assessment – learners observed carrying out the activity, selling product or service, using personal skills and handling money correctly. (Learning outcome 2)

Assessment – learners evaluate their enterprise activity using financial records. (Learning outcome 3)

Learners review own role in the activity and skills gained. (Learning outcome 4)

## Assessment

Assessment of this unit centres around the completion of an enterprise activity.

For 1.1, learners must produce a strategy for achieving success in a chosen enterprise activity. This could be, for example, in a written report, a brief presentation, as video-based evidence or the completion of a log or record sheet.

To achieve 2.1, learners must provide witnessed evidence that the enterprise activity has taken place. The product or service should have been prepared adequately, the price and benefits of the product or service made clear, and appropriate sales and implementation skills demonstrated. In addition, learners must be able to demonstrate appropriate customer service skills in providing the service or product. The prepared product or service may comprise something learners have produced themselves (for example jewellery), or something produced by someone else (for example ice cream purchased by learners and sold on a stall at a trade fair). Photographic or video evidence could be used as well as a tutor witness statement.

2.2 requires learners to explain at least two reasons why it is important to handle money correctly in an enterprise activity.

For 3.1, simple financial records need to be provided, showing costs and revenue for the enterprise activity. These should be accompanied by a brief explanation (verbal or written) about the link between the success or failure of the enterprise activity and its financial performance.

To achieve 4.1, there must be evidence of the learner's own evaluation of their involvement in the activity and comments on the skills that have been gained through the activity. This could be, for example, in written form, as part of a brief presentation witnessed by a tutor or the completion of a self-assessment activity.

## Suggested resources

### Websites

<a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>	Business Link – free advice and support for businesses
<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust – business and enterprise education charity – provides programmes on enterprise education
<a href="http://www.enterprisevillage.org.uk">www.enterprisevillage.org.uk</a>	Enterprise Village – provides resources, information, professional development and support for enterprise in education
<a href="http://www.enterpriseuk.org">www.enterpriseuk.org</a>	Enterprise UK – encourages enterprising activity with young people
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include: interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.rbsmoneysense.co.uk">www.rbsmoneysense.co.uk</a>	MoneySense Royal Bank of Scotland resources to support young people aged 11-18 in learning to manage their personal finances
<a href="http://www.speakeasydragons.com">www.speakeasydragons.com</a>	Speakeasy4schools – provides education programmes and resources for enterprise education
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Striding Out – delivers workshops, events and coaching to inspire and inform learners on self-employment

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### **Additional resources**

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.



## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

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- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

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- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

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